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AUTHOR Mark, Charles
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ABSTRACT

Results of a study concerning teaching about the third world in colleges in Massachusetts are presented in this second of three volumes. Attention is focused on the survey of eastern Massachusetts and Boston, which involved 40 public and private institutions. Courses dealing with the third world were identified and estimates were made of the proportion of social science courses devoted to this subject matter. Data generally refer to the 1981-1982 period; however, some 1980-1981 data are included. The first section of the report covers approximately 30 undergraduate institutions. Profiles are provided for each institution, including nine public community colleges and one private junior college, six coeducational private four-year colleges and six private women's colleges; five state colleges, and the Massachusetts College of Art and the Massachusetts Maritime Academy. The second report section covers 11 universities, including eight private and three state institutions. (SW)

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THIRD WORLD STUDIES IN MASSACHUSETTS HIGHER EDUCATION

Academic Project 1981-1983

Charles Mark

Department of Sociology-Anthropology-Social Work

PART II: SURVEY
Eastern Massachusetts and Boston

Section A: COLLEGES

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HE 017 364

PART II. SURVEY: EASTERN MASSACHUSETTS AND BOSTON

INTRODUCTION

It was expected that the final part of this report would be submitted in May 1982. However, the decision to extend the survey to include colleges and universities in eastern Massachusetts required some re-design of the report, as well as additional time to gather and analyze the material. By fall 1983 the report was completed, but it had grown to twice the size originally projected. Accordingly, analysis and discussion of the findings and the formulation of an academic program in third world studies have been placed separately from the survey, in Part III.

Part II is a survey of higher education in eastern Massachusetts and the Boston metropolitan area. Because of the larger number of people (about three-quarters of the population of the Commonwealth reside east of Worcester County) and the correspondingly higher number of educational institutions, some 40 colleges and universities were included, or twice the number discussed in Part I. On the basis of the population data, one would expect three times as many institutions to appear here, an expectation which would be essentially correct if this survey were to consider all institutions of higher education in the state. However, our sample does not include the many small private colleges with enrollments well below 1,000 or those institutions with specialized programs in such fields as music, technology, or theology, regardless of size. Data generally refer to the 1981/82 period, but in some instances information for 1980/81 was the most recent available.

Educational institutions in eastern Massachusetts and especially in the Boston metropolitan area are generally larger than those of western Massachusetts, but in each region the sample was selected according to the same criteria and the survey was concerned with the same questions: the existence of a strong liberal arts program especially in the social sciences and humanities, and the extent to which such a program included study of the third world.

In Part II the survey is presented in two sections: Section A: Colleges, which deals with undergraduate two-year and four-year colleges, public and private; and Section B: Universities, most of which are private. Almost three-quarters of the sample belongs to Section A. More equal proportions, with 20 institutions in each category, would have been achieved by dividing the sample

into public and private sectors, but a division according to educational level was considered more meaningful. Whether public or private, four-year colleges have very similar objectives: to prepare the majority of their students for gainful employment and a much smaller number for further study. Only the most selective colleges and some of the undergraduate programs attached to prominent universities channel a substantial number (but rarely the majority) of their students to professional and graduate schools or some other advanced study.

The survey discusses the curricula of the various institutions in the sample, analyzes their programs, and attempts to make some generalizations in each section, while keeping third world study as its primary focus. Much of its content is descriptive, enumerative, and even repetitive. As work progressed it seemed that it might be useful to adopt a streamlined approach to the rendering of the data, using tables, charts and lists which might reveal at a glance the extent of the various programs. Unfortunately, this alternative required too many annotations and explanatory comments. A narrative description and discussion proved the most feasible manner in which to present the material.

It may also appear that it would be possible to isolate the subject of third world study from its institutional environment and to discuss it as a unit. Such an approach would disclose, however, very little about the links between third world study and other programs, their relationship to the rest of the curriculum, and the position which third world study occupies in the institution. Just as the curriculum is a product of the whole college, any segment of it is only meaningful in the context of the institution, its schools, departments, policies and goals. There is much more individuality in each of these colleges and universities than is apparent at first sight, and this investigation attempts to take into account those characteristics of each institution which most clearly influence the formation and articulation of its curriculum.

SECTION A: COLLEGES

This part of the survey includes some 30 undergraduate institutions (a few with graduate programs) in eastern Massachusetts, discussed here in three segments:

1. Two-year colleges: nine public community colleges and one private junior college.

2. Private four-year colleges: six coeducational and six for women.

3. Five state colleges (including Boston State College, recently merged with UMass/Boston) and brief mention of the Massachusetts College of Art and the Massachusetts Maritime Academy.

1. TWO-YEAR COLLEGES

Nine community colleges and two junior colleges are discussed here. In contrast to the three western Massachusetts community colleges (Berkshire, Greenfield, Holyoke) surveyed in Part I, the community colleges in the Boston metropolitan area are generally larger and more vocationally oriented. Much as the 15 community colleges of the Commonwealth vary in relative emphasis upon vocational and academic goals, career specialization and comprehensive education, it is evident that those in urban areas serve predominantly students who seek training for careers in business, industry, health and service occupations. Open admission applies to most programs, though such fields as nursing or medical technology have some minimal entry requirements.

Bunker Hill C.C. — Bunker Hill Community College in Boston offers, among others, associate degrees in business administration, criminal justice, and human services, where an introductory course in sociology or cultural anthropology is one of the options.

Mass. Bay C.C. — Massachusetts Bay Community College in Wellesley stresses cooperative education, a program which integrates classroom study and work experience. Consequently it correlates its curriculum with the needs of future employers of its students, in such fields as early childhood education, law enforcement, medical records technology, computer science, word processing, and court reporting.

Massassoit C.C.

Massassoit Community College in Brockton offers A.A. and A.S. degrees in business administration, data processing technology, engineering technology, and dental laboratory technology, as well as certificate programs such as that for clerical occupation assistant. Maximum flexibility in curriculum planning is allowed for through a rolling admissions policy, the interchangeability of credits between day and continuing education programs, and the starting of some courses periodically throughout the year. Sociology, social psychology, and social work courses are found in the social services, human resources, and liberal arts programs.

Middlesex & N.Essex C.Cs.

Middlesex Community College in Bedford and Northern Essex Community College in Haverhill also direct their main thrust towards business administration, health careers (dental, medical, nursing) and technology (automotive and electronic), and offer only limited liberal arts programs.

N.Shore C.C.

North Shore Community College in Beverly has a broader range of liberal arts subjects. In the social science division it offers a good choice of courses in economics, government, history, psychology, sociology and anthropology. There is only one course that deals with American minorities; another deals with the Modern Near East, and one with the Modern Far East. Although it offers three options which combine liberal arts with general studies, business administration, and interdisciplinary studies, the majority of courses are in such fields as aviation science technology, computer science, industrial technology, and health, human services and secretarial career programs. The college has an active and self-supporting Division of Continuing Education and Community Services which has grown from 146 students in 1966 to 6,000 students per semester in 1982. This division has a center for older adults, a program for high school students, a "kids to college" experience for 5 to 10 year old children on Saturday mornings, as well as Project New Life which, since 1975, has offered educational and counselling services to inmates of the Salem Jail and House of Correction. North Shore Community College has also cooperated since 1972 with the Essex Agricultural and Technical Institute to offer programs leading to an associate degree in applied science.

Bristol C.C.

Community Colleges located at some distance from the Boston metropolitan area, like those of western Massachusetts, have a stronger commitment to the liberal arts. Bristol Community College in Fall River, which opened in 1966, has, besides the usual career programs, a significant program in liberal arts and sciences. Anthropology is represented by two courses (physical and cultural), government by three, history by twelve (with one course in Afro-American history), and sociology by five. Foreign languages are also taught more extensively: French and Spanish each in four courses, and Portuguese in six courses.

Cape Cod C.C.

Cape Cod Community College, which opened in West Barnstable in 1961, like Bristol Community College has a relatively strong commitment to liberal arts; anthropology, geography, history, political science, and sociology are all taught there. Several courses touch upon the third world: History of Africa; International Relations (which considers international organizations and their third world relationships); Minorities in the U.S. Religion is taught in two courses: Concepts in Western Religions, which is concerned with Zoroastrianism, Judaism, Christianity, and Islam; Concepts in Eastern Religions, which concentrates on Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Foreign languages are taught on a scale closer to a four-year curriculum than to a two-year one: French in six courses, German in two, and Spanish in four courses.

Roxbury C.C.

Among the community colleges, Roxbury Community College is the least "typical" because of its size (less than 1,000 compared to the range of 4 to 6,000 for most community colleges) and its curriculum. Located in a central urban environment, it has gone furthest toward meeting the needs of at least some segments of the ethnic minority populations of Boston by establishing several bilingual (English-Spanish) programs, especially in bilingual education (teacher aide training) and in a bilingual transition concentration(which aims at achieving excellence in two languages before the beginning of a desired program of study, with world history and general science courses taught in Spanish) and in computer programming (with math, economics, and statistics also taught in Spanish).

Roxbury Community College practices an open door policy for "quality education at the lowest possible cost" - that is about $240 per semester for tuition, $22.00 per credit hour in the day program and $28.00 in the self-supporting continuing education program. It is also willing to offer courses at locations and times convenient for interested groups of at least 15 students. Although a two-year program does not permit sufficient specialization to allow for courses in ethnic relations, minorities, or third world studies, some courses at least reflect some aspects of non-western culture. A course in sociology includes modernization and social change; two world history courses with a global perspective include Africa, Latin America, India and the Far East; two Afro-American history courses focus on Black America; and a course in labor history (History of Boston's Working People) deals with prejudice and racism, problems of immigrants, and the role of women in the work force.

Dean Junior C.

In contrast to Roxbury's low tuition and open door admissions policy, Dean Junior College in Franklin is a private institution which charges annual tuition of about $4,400 and requires standardized test scores (SAT or ACT) for admission. Like other private junior colleges it is more selective than the

state community colleges. Started in 1865 as an academy, it became a junior college in 1941 and today serves 900 full-time students and about 2,000 in continuing education (at $50 per credit hour). It offers A.A. and A.S. degrees in about 30 programs which, besides those common in state community colleges, include also specializations in music, visual arts, theater, dance, art therapy, and humanities. The range of courses indicates the greater emphasis on liberal arts; it offers several courses in French and Spanish, one in anthropology, two in political science, and five courses in sociology, including one on racial and cultural minorities.

There are about a dozen private junior colleges in Massachusetts, most of them located in the Boston area. A few of them are Roman Catholic, most are independent. As in community colleges, the curriculum usually includes career programs, with some ingredient of the liberal arts. However, courses concerned with the third world and non-western cultures appear only infrequently. This is partly due to the limited enrollment, which is typically in the 300 to 800 range.

Quincy Junior C.

One of the largest institutions in this category is Quincy Junior College with an enrollment of 3,500 students, an exceptional institution in that it is under local control as a division of the Quincy Public Schools. It identifies itself as an accredited community college of the South Shore. Its tuition is in line with that of public community colleges and is substantially below that of private junior colleges. It stresses both career programs in hotel-restaurant management, culinary arts, practical nursing, early childhood education, and liberal arts transfer credits.

Two-year colleges in the Boston area with few exceptions do not generally offer any insight into non-western cultures through social science or history courses. If they do, it is to a lesser extent than the state community colleges of western Massachusetts and the colleges located at a distance from the metropolitan area, such as Bristol Community College in Fall River or Cape Cod Community College in West Barnstable.

2. PRIVATE FOUR-YEAR COLLEGES

Private, non-profit four-year colleges in eastern Massachusetts are about evenly divided between women's colleges and coeducational ones. In the latter category males predominate, usually constituting about 60% of the total enrollment. Three of the twelve colleges considered in this survey are Roman Catholic: one (Emmanuel) dating from 1919, two (Merrimack and Stonehill) from the post-war period (1947, 1948). The other colleges are generally older, four of them dating from the nineteenth century. Tuition here is in the $4,000 to $5,000 range; for two of them (both women's colleges) it is more than $6,000.

(1) Coeducational Colleges:

In this category six representative institutions were selected; their enrollments range from over one thousand to several thousand students.

Babson College

Babson College, founded in 1919 in Wellesley by a financier, offers a B.S. in business administration as well as an M.B.A. program to about 1,400 full-time and 1,700 part-time students, 68% of whom are men. Its major commitment is to the preparation of managers in business, government, and the non-profit sector. About twenty student businesses provide opportunities for practice. Besides various majors in the business field (among them accounting, economics, entrepreneurial studies, finance, investments) it also has a major in American Studies and Communication. Although its primary concern is with the American corporation, it offers one course in anthropology, four in sociology, one on Africa and Latin America, one on contemporary economic systems (including those of the USSR and Japan) and another on international economics and development (East-West trade, multinational corporations). Third world minorities are touched upon mainly in the American studies program, through such courses as Contemporary Problems and Strategies of the Black Community, and Ethnic and Racial Pluralism in the United States.

Bentley College

Bentley College, a much larger institution with 3,600 students in the day division, 6,800 in the evening division and 1,000 in the graduate school, claims to be the seventh largest of the 87 independent units of higher education in Massachusetts, and to have graduated more accountancy majors than any other college in the United States. Although it endeavors to offer a program balanced between a business career and the liberal arts, all its B.S. majors are in the fields of business (including international business), management, computer information, and public administration. Besides the main campus in Waltham, opened in 1968, the evening division offers courses in other towns such as Braintree, Marlboro, Newton and Randolph. Since 1974 it has offered an M.S. in such subjects as accountancy and computer information, as well as an M.B.A. Bentley's B.A. program does not have any majors, only individually-designed fields of concentration. Its courses include one in anthropology, six in sociology, over twenty in philosophy and about the same number in government, and some thirty in history. Among them are courses on the Middle East, East Asia, Africa, and Latin America. It offers two years of French and Spanish.

There are several small coeducational four-year independent colleges in Massachusetts, with enrollments which

Curry College

barely exceed one thousand. Curry College, in suburban Milton, was founded in 1879. It stresses a central liberal arts curriculum with required courses to be completed by the end of the sophomore year, and majors in academic fields as well as in fine arts, management, and nursing. One of its majors is in socio-cultural studies, in which a student may concentrate in human services or sociology.

Gordon College

Gordon College, founded as a missionary training school in 1889, is an independent evangelical college, in Wenham north of Boston. Biblical and theological studies feature prominently in an essentially academic curriculum, with some emphasis on early childhood, elementary, and secondary education, and on business and computer science. Foreign languages are stressed, and there are courses in French, German, Spanish, Greek and Hebrew. Several courses in social science departments deal with third world topics: Asia in Transition, Introduction to Afro-American History, Politics of Latin America, and Politics of the Second and Third Worlds. The department of sociology offers Cultural Anthropology, and Minority Groups among some 16 courses.

Merrimack College

Merrimack College at North Andover, which today enrolls about 2,300 students, was founded in 1947 by Augustinian Fathers as a liberal arts college. Its program is well balanced between the divisions of humanities and social sciences on the one hand and the divisions of science and engineering and business administration on the other. Like a number of other Roman Catholic colleges, it has a strong department of modern languages with courses in French, Spanish, German, and Italian, and in foreign literature and civilization. Teacher certification in secondary education is offered in American Studies, English, History, and Psychology.

Several Merrimack College courses are concerned with the third world. In the sociology department, Minority Group Relations deals with theories of prejudice and discrimination, and Population Problems discusses modernization in underdeveloped countries. The department of religious studies offers Christian-Marxist Dialogue (which involves China and Latin America), Religions of Asia (which discusses Hinduism, Buddhism, Taoism, and Confucianism), and Christianity and the Third World, which examines Christian teachings in South Asia, Africa, and Latin America along with problems of global integration and integral development. The department of history offers Latin American History and History of Modern Asia. The college encourages cooperative programs which involve work experience in the fields of business administration and engineering.

Stonehill College

Stonehill College, established in 1948 by the Holy Cross Fathers (founders of Notre Dame in Indiana in 1842, the University of Portland in Oregon in 1901, and of many other educational institutions in the United States and abroad) became coeducational in 1951. Its present enrollment of 1,700 is equally divided between men and women. Located south of Boston in North Easton, it takes part in a cooperative arrangement of colleges in southeastern Massachusetts. Its students can cross-register for courses not offered at Stonehill at any of the other eight colleges of SACHEM (Southeastern Massachusetts Association for Cooperation for Higher Education in Massachusetts): Bridgewater State, Bristol Community, Cape Cod Community, Dean Junior, Massachusetts Maritime Academy, Massasoit Community, Southeastern Massachusetts University, and Swain School of Design. Students may also pursue courses at Wheaton College, in Norton.

Like Merrimack, Stonehill has a strong department of modern languages, with elementary, intermediate and advanced courses offered In French and French Culture and Civilization, in Spanish and Spanish Civilization, elementary and intermediate German and Italian. Courses are offered in business French and business Spanish, to complement a strong program in business administration. The sociology department has a course in Cultural Anthropology, and one on the Developing World as a Social Problem.

Stonehill offers several interdisciplinary programs. The B.A. major in American Studies includes Ethnic Minorities in the U.S., and several sociology courses such as Urban Sociology, Family, American Religion. The major in International Studies combines social sciences, humanities, and language study to prepare students for teaching, public service, and international business. In recent years some students in this program have gone abroad to study, to Taiwan, Mexico, and several European countries. Another interdisciplinary program offers a minor in Asian Studies, combining courses from various departments; history and courses from the department of religious studies are generally stressed. For East Asia, students find several courses on China and Japan; for South Asia, two courses on India, one on Hinduism and Buddhism; for Western Asia, the Middle East Today, Arab History and Culture, and Islamic Traditions.

A student at Stonehill has a fair choice of courses on third world topics, although he or she will still lack anthropological and geographic foundations (the latter discipline not being part of the curriculum) to enhance understanding of the third world. The college encourages study abroad for liberal arts, business, and science majors, "recognizing the advantage obtained from first-hand contact with other cultures and the liberalizing effect of travel

and study in foreign lands". In sophomore-level programs sponsored by the University of Notre Dame and in junior-level programs sponsored by other American and foreign institutions, Stonehill students study in Dublin, Vienna, Paris and Reading, England.

From this survey of six coeducational private colleges, it appears that a purely or predominantly vocational orientation inhibits the development of interest in third world studies, unless these studies are viewed as enhancing understanding of international business and politics. A shift of emphasis from vocational and practical education to a quality liberal arts program is often indicated by the inclusion of third world subject matter in social science or humanities courses. In any case, colleges which stress the importance of cross-cultural experience through knowledge of foreign languages, the social sciences, or study abroad will also tend to introduce courses on non-western cultures into their curricula.

(ii) Private Colleges for Women:

The private four-year colleges for women near Boston are generally more prestigious than the coeducational colleges there. In western Massachusetts there is a fair match between Amherst and Williams (both more or less coeducational) on the one hand and Mt. Holyoke and Smith on the other. In the Boston area such colleges as Radcliffe, Wheaton, and Wellesley are generally better known than their coeducational counterparts.

Of our sample of six women's colleges, five are discussed in this part of the survey and the sixth, Radcliffe College, will be considered later in connection with Harvard University.

Emmanuel College

Emmanuel College, founded in 1919 by the Sisters of Notre Dame de Namur, was the first Roman Catholic college for women in New England. A small institution of some 1,200 students (in undergraduate, graduate, and continuing education divisions), it still admits only women, claiming that its graduate "can have greater self-confidence than her peers who attend a coeducational college". It offers a wide range of courses and programs in liberal arts, sciences, and applied fields; its students can also participate in a number of inter-institutional and cooperative programs. It shares library resources with Simmons College, which is in its immediate vicinity in metropolitan Boston and where its students can register for one course each semester. Emmanuel offers dual degree programs in engineering with Northeastern University, Columbia University and Worcester Polytechnic Institute. Its three foreign language programs which lead to an M.A. (there is also a B.A. in Italian) require the equivalent of 30 credit hours' study at a European university -

in Heidelberg, Madrid or Paris; these programs terminate in a comprehensive examination at Emmanuel College. There are other M.A. programs, in educational and pastoral counseling or ministry.

Emmanuel maximizes the benefits of inter-institutional cooperation in liberal arts and, particularly, career-oriented programs. The proximity of Children's Hospital Medical Center, Massachusetts General Hospital, Harvard Medical School, and Tufts-New England Medical Center has encouraged the development of programs in nursing, art therapy, music therapy, pre-medicine and pre-dentistry, rehabilitation counseling, and gerontology.

Although the history, political science, and economics courses at Emmanuel are largely limited to American society, its sociology program stresses cross-cultural perspectives and includes the third world. "The major in sociology is planned to provide cross-cultural, historical and theoretical perspectives on social groups in their many cultural expressions and forms. American society is analyzed in comparison with its European, Asian, African and Latin American counterparts. The institutions found within all societies - population, the economy, political systems, the family, education, the law, and religion are studied historically and comparatively." The department offers some 25 courses and seminars, one in anthropology, one in social psychology, but more devoted to social work or social services; several courses in gerontology are offered by the psychology department. The introductory sociology course is Analysis of Society in World Perspective. Race and Ethnic Relations gives special attention to Jews, Blacks, and American immigrant groups; Comparative Cultural Institutions studies eastern and western societies and compares China, Japan, South Africa and the United States. Sociology and social ethics are also included in the educational and pastoral ministry program through such courses as Sociology of Religion, Deviance and Social Control, and Critical Social Analysis (which examines contemporary society in a global context, and the relationship of the United States to the emerging international order).

Emmanuel College stresses a small student-faculty ratio (13:1), quality of faculty (80% with doctoral or other terminal degrees), and scholarship.

Simmons College

Simmons College, founded at the turn of the century by a Boston businessman to provide career education for women, offers liberal arts and science education as well as professional preparation for 1,800 undergraduate women and 1,000 graduate students of both sexes. Some departments conduct part of their academic work at nearby institutions, such as hospitals. Dual degree programs exist in cooperation with Hebrew College, Massachusetts College of

Pharmacy, and Dartmouth College. Graduate programs leading to a master's degree are offered in library and information science, social work, management, nursing, education, Spanish, French, English, and children's literature. A Doctor of Arts degree with a specialization in library administration was established in 1973.

In the undergraduate curriculum the student has a good selection of language, literature, and civilization courses in French, German, Russian, and (especially) Spanish. Three of the 20 courses in the department of government deal with third world material: Black Political Theory in the 20th Century; Dependency and Underdevelopment (which explores the transformation of capitalism and the relationship between the west and the third world); Racism and Reform. In three out of its 40 courses the history department offers African Roots of American History; Rise of Modern China; and Topics in Latin American History (Central America and the Caribbean).

The sociology department offers a considerable range of courses: Anthropology examines its historical roots and its relationship to colonialism, compares anthropological and sociological perspectives, and includes cross-cultural case studies; Black Experience in America; Race, Ethnicity and Minorities, which deals mainly with third world minorities in the U.S.; Comparative Non-Industrial Societies, concerned with problems of development in non-western areas, with case studies from the Middle East, Latin America, Africa and Asia; and Sociology of World Systems. Thus about five of the 25 sociology courses touch upon third world issues.

Sociology also contributes to the interdepartmental program in Afro-American Studies, which is viewed as an integration of disciplines "in order to develop a greater understanding of the third world, its people and systems", and includes a course on Race and Society in Southern Africa. Another interdepartmental program, in International Relations, requires courses in sociology as well as in economics, government, and history, and also proficiency in a foreign language. Some students from this program qualify for internships at the World Affairs Council, the United Nations Association, and similar organizations.

Thus at Simmons College sociology occupies an important place in third world studies, even as it retains a strong interest in contemporary American society and the role within it of social services.

Wellesley College

Wellesley College was founded in 1870 as an undergraduate college for women; although it considered coeducation in the early 1970s, it has remained an all-women's college. It stresses the selection of serious and ambitious students, who have had preferably 4 years of foreign languages, 4 years of mathematics, and 2 years of hard sciences in high school. About 60% of the entering students have scored 600 - 800 on the College Board Entrance Examinations SAT-V and SAT-M; about 10% have scored in the 400's or below. Of the entering freshmen of the class of 1985, 68% came from the top tenth and 89% from the top fifth of their high school graduating class. At the other end of the educational cycle, a large proportion of the 1980 graduating class applied to medical schools, 37% actually enrolled in graduate and professional schools, while 58% sought employment.

A faculty/student ratio of 1:11 and an average class size of 18 underscore high academic standards. Fifty five per cent of the faculty are women. Of the total of some 2,000 students enrolled in 1980-81, 33% came from New England (and one quarter from Massachusetts) and 25% from the Middle Atlantic States. One hundred students, or about 5% of the total enrollment, were foreign students from over 40 countries, the largest groups being from Japan (9), Korea (7), Iran (6) and Hong Kong (5). Two-thirds of all students attended public secondary schools. The college seeks to enroll minority women: about 140 students (7% of the enrollment) are black, with smaller proportions of Hispanic, American Indian, and Asian American students.

The college offers 26 majors, distributed in three groups of academic subjects: group A - literature, foreign languages, art, and music; group B - social sciences, religion, philosophy, and education; group C - sciences and mathematics. Although no pre-medical program exists, there is a premedical advisory committee to counsel students in their selection of courses. Wellesley stresses its tradition of science courses - its physics laboratory is the second oldest-established in the country, after that at MIT. The college provides other opportunities for its students through cooperative arrangements, and through its membership in the Twelve College Exchange Consortium, whose Massachusetts members include Amherst, Mt. Holyoke, Smith, Wheaton, and Williams College. An exchange program exists with Spelman College in Atlanta , and the Wellesley-MIT cross-registration program (started in 1961) enables students to take up to two courses each semester at the other campus. Study abroad, for a semester or a year, is also encouraged.

Wellesley has a rich program in English and foreign languages, both modern and classical: besides Greek and Latin,

it offers French, German, Italian, Spanish, Russian, and Chinese. At this college, with its traditional approach to scholarship, non-western societies and cultures receive attention mainly through literary, historical and archaeological courses. There are strong departments of history (over 60 courses and seminars), religion (over 40 courses and seminars), and art history (also over 40 courses and seminars). The departments of anthropology and sociology are, in comparison, relatively modest (each offers between 20 and 25 courses) and there is no department of geography.

Some sociological courses are taught outside the department, especially in the department of Black studies, which is larger than either sociology or anthropology and has the largest concentration of courses on Black culture and the third world. The range of its courses, from history, literature and philosophy to sociology and anthropology, is quite impressive. Africans in Antiquity deals with Egyptian and Ethiopian influences on the beginnings of western civilization, and with Africans in Greece and Rome. African Philosophy is concerned with Bantu ontology, metaphysics, and ethics. Introduction to African Literature analyzes the works of Chinua Achebe and other writers, and the black awakening in America and the West Indies. Sociology contributes an Introduction to Afro-American Sociology (analysis of Afro-American experience in cultural rather than social terms); Sociology of the Black Family; Segregation in American Communities (sociological theories of ghettoization, and social and political factors involved in the process); Black and Third World Women; Social Psychology of Blacks (examination of norms, values and sanctions which determine the minority life course, and social aspects of economic conditions in society); and Political Sociology of Afro-Americans.

Throughout the curriculum the academic disciplines devote numerous courses to third world topics, in roughly the following proportions: Black studies (all 26 courses) 100%; anthropology, 22%; sociology, 22%; religion, 20%; history, 18%; political science, 10%; economics, 5%. In addition, some courses in the art department and almost all courses in the department of Chinese deal with third world topics. We can assume that one out of five (or, at the least one out of six) students at Wellesley becomes familiar with the third world.

Which aspects of the third world are most thoroughly covered by each discipline at Wellesley? Sociology is clearly most concerned with the social and ethnic problems of Black America, the family, women, and the economic and political status of the community. Anthropology looks into the native cultures of North and South America, and the ethnology and archaeology of southwest Asia. Economics investigates development theory and strategy in third world

countries. History deals with Latin America, Africa (two courses), and two regions of Asia: the Middle East and the Islamic World (two) and the Far East and China (two) and Japan (one course). This still leaves the important area of South Asia (especially India) and Southeast Asia not covered by any specific course. Similarly, political science touches upon Latin America, Africa, and East Asia but the sensitive area of the Middle East does not receive specific attention.

Students interested in the humanities rather than the social sciences find substantial segments of the third world covered in the departments of religion and art/history of art, such as Islamic Tradition; Buddhism; Zen Buddhism; Chinese and Japanese Thought and Religion; and Religion in India (the only course directly concerned with India). Such students may also find extra-departmental courses of interest, such as Chinese Fiction in Translation, Introduction to Chinese Literature, and Latin American Literature: Fantasy and Revolution.

The coverage of the third world is impressive for a college of that size, and an interested student could even pursue an individual major in third world studies. This she would be encouraged to do, since the college bulletin states "Wellesley makes possible 2,000 individualized programs of study, not set tracks for whole blocks of students".

Wheaton College

Wheaton College, in Norton 35 miles south of Boston, dates from 1834 as the oldest women's college in New England and ranks among the top ten women's colleges in the United States. Over 90% of its faculty hold Ph.D. degrees, and it has a student/faculty ratio of 11:1. It offers 29 majors, all in academic subjects. It participates in various cooperative programs, and has dual degree programs in engineering and computer science with Georgia Tech and in business with the University of Rochester. It emphasizes its closeness to Boston, with social, cultural, and recreational attractions shared by over 50 colleges and universities and some 150,000 students. Wheaton's own enrollment is about 1,200 students.

In spite of the small enrollment, the students at Wheaton have a remarkable choice of third world subject matter. The college offers the same range of eight foreign languages, classical and modern, as does Wellesley, and in addition Hebrew (in the department of religion) and Yiddish literature (in the German department). In the various social science departments third world material is well represented. Anthropology, along with a course on the North American Indian, offers several courses on Africa: Societies and Cultures in Sub-Saharan Africa; African Religious Thought; African Arts and Cultures. The government department has courses in African Politics, Chinese Politics, and Chinese and Japanese Foreign Policy. No less than 30% of the history department's courses (14/45) deal

with some aspect of third world minorities and countries, such as Asian Reality and its Western Images through the Centuries; the Black American; the Indian in the U.S.; Africa and Europe; Imperial Themes. Several history courses deal mainly with the Far East and specifically with China and Japan. Sociology offers a course on Minorities, and one on Complex Societies: East Asia in Transition.

Wheaton College has a very active internship program, in which about one-quarter of all students participate each year. About one-quarter of Wheaton graduates go on to graduate and professional schools; some three-quarters seek employment, half of them in business and industry.

Lesley College

Lesley College, established in 1909 in Cambridge, has a small undergraduate enrollment of about 800 and at least twice as many students in its graduate division. It offers master's degrees and certificates of advanced graduate study in education (pre-school, elementary, secondary, and alternative/special), management, human services administration, counseling, psychology (with a holistic concentration), and expressive therapies. In fall 1981 a new master's degree program was introduced for professionals in international education and service, with courses in intercultural communication, international career development, cross-cultural studies, and directed field experience.

With the exception of Lesley College, with its emphasis on graduate courses and programs, the private four-year colleges for women have certain characteristics in common. One of them is interest in foreign languages and cultures, and in the humanities in general. Another is a trend toward presenting social science subject matter in a global perspective, with less emphasis on the applied fields. And, on a number of these campuses, interest in third world study is encouraged by the relatively high proportion of foreign students in residence there.

3. STATE COLLEGES

This part of the survey is concerned with five state colleges, and the Massachusetts College of Art and the Massachusetts Maritime Academy. Although Boston State College recently merged with the University of Massachusetts at Boston, the college and its curriculum merit analysis and discussion. Our survey in this section begins with an overview of this now defunct institution.

Boston State College

Boston State College was established in the middle of the 19th century as one of the oldest normal schools in the United States. It reached its enrollment peak in 1975-76, with more than 6,000 undergraduate and 4,000 graduate students (part-time and full-time) making a total of about 11,000 students. Its location in the Fenway, in the vicinity of the Museum of Fine Arts, the Gardner Museum, the Harvard Medical School, Children's Hospital, and private colleges and universities such as Northeastern, Simmons, Emmanuel, and the Wentworth Institute provided unique opportunities for the utilization of cultural resources and for contact with hospitals and health care agencies for internships or field experience.

Yet Boston State College was not included in the formal cooperative arrangements or consortia shared by the private educational institutions and service organizations. Its library had a modest collection of some 150,000 volumes, which could be judged antiquated and inadequate to serve an enrollment of 11,000 students. In comparison, the library at NASC, of about the same size but much more up-to-date, serves a student enrollment four times smaller. As we saw in Part I of our survey, consortium arrangements in the Five College area of the Pioneer Valley, in Springfield, and in Worcester allow students of public colleges and universities to use the considerable resources of a number of private colleges (and vice versa). The Boston State College student had no access to a specific consortium. The only formal cooperative arrangement applied to pre-engineering students who, if above average and recommended, could be admitted to the third-year engineering program at Northeastern or at U.Mass/Amherst. Apart from this, Boston State College's overall relationship to other institutions can be characterized as segregative rather than cooperative.

The college, because of easy access to it by public transportation, served a large number of working adults; in fact, students 35 years or older comprised one-third of the enrollment. Besides undergraduate education, the college offered a self-supporting program of continuing education, a certificate in advanced graduate study, and several master's programs - in history, English, public affairs, elementary and secondary education, and bilingual/bicultural studies.

The undergraduate curriculum was in many ways innovative, especially in the social sciences and in foreign languages. The department of foreign languages and literatures offered 13 courses in French, 12 in German, 4 in Italian, 3 in linguistics, and 17 in Spanish. It was one of the rare departments which also organized individualized self-instructional programs at elementary, intermediate, and advanced levels, aided by native speakers in Arabic, Chinese, Greek, Portuguese, and Russian. Some of its courses touched upon third world topics: Voices of the French-Speaking World (conducted in French) included representative works of authors from French-speaking Africa and the Caribbean; Spanish American Literature, and Caribbean Culture were taught in Spanish and in French. A course in civilization was required for each foreign language major.

Third world material was taught in two interdisciplinary majors, African-American Studies and Latin American Studies, first introduced in 1966. The African-American Studies department offered courses in elementary and intermediate Swahili; Slavery in the Americas; Social Psychology of Racism; African Literature; African Experience in the Caribbean; Modern Southern Africa; and African Religions (Islam in east and west Africa, as well as Christianity and its relationship to colonialism). Latin American Studies required 6 hours of Spanish, Portuguese, or French. The program offered a seminar in Comparative History of the U.S. and Latin America, and courses on Caribbean culture; Regional Geography of Latin America; American Indian Art; and Native Peoples of South America.

The anthropology department offered a minor, though other social science departments offered both majors and minors. Anthropology had courses on Cultures of Mexico and Peru; Cultures of Black Africa; Indian, Chicano and Caribbean Cultures in Contemporary America. The history department and the political science department offered some courses on Africa (Problems of Modern Africa), on Asia (History of Modern Near East, Early East Asian Civilization) and on Latin America (History of Latin America before and after 1825), as well as a course on the Role of Ethnic Groups in the American Political System - but these represented only a small segment of the total offerings. Geography was part of the department of regional studies, along with geology and urban planning; it offered two courses of interest to us: one on Underdeveloped Nations, and one on Problems in Latin America.

The sociology department had a strong stake in political sociology, including a course on Social Theories of Marx and Engels, and another on Sociology of the American Working Class. It also offered three courses in cross-cultural perspective: Race Relations, Marriage and the Family, and Social Change (in traditional and advanced societies, sociology of development, modern imperialism).

Students at Boston State College had an above average opportunity to gain knowledge of third world affairs. This is not the place to go into the merits and demerits of the recent merger, but it should be noted that Boston State, as a truly urban state college, served not only the non-traditional working and married students (5,000 students attended night classes, and 90% of the 9,000 day students worked during the school year) but also many minority students. "Boston State has more minorities - 17% of the enrollment - than all other state schools combined. They come from as far as Nigeria and as close as Roxbury." (Boston Globe, Oct.10, 1981, p.13). The proportion of minorities made Boston State a unique institution, not only in comparison with other state colleges but also with private colleges in Massachusetts and, most likely, in all of New England. Interestingly enough, while the catalogs of private colleges (especially those of selective and prestigious liberal arts colleges) often mention the presence of minorities on campus as an asset, the 1981 catalog for Boston State College was silent on this issue.

It was certainly not the curriculum and the teaching program of Boston State which was in dispute in 1981. The college had an adequate academic program, especially in the social sciences, and also served students with practical occupational interests through such majors as criminal justice, education, human services, management, medical technology, nursing, public administration, and recreation. In both of these commitments - academic and vocational - it competed directly with other colleges in the Boston area, the business colleges as well as the liberal arts colleges, by providing education to low-income students through a flexible schedule responsive to students' needs. To quote again from Jeremiah Murphy's column in the Boston Globe: "Now I have spoken here and there at Boston colleges and universities throughout the years, but there are no student groups who have impressed me more with their questions and interest than at Boston State. They seem to possess a dimension that other college students often seem to lack: maturity and motivation."

If it had been a major aim of the public higher education system to serve the non-traditional mature student, then the program existing at Boston State College should have been upgraded in quality and even expanded. It is conceivable that this may yet be accomplished through the merger, as long as UMass/Boston can fully utilize the facilities at the desirable central locations, foremerly provided by Boston State College.

Fitchburg State College

Fitchburg State College, founded in 1894 (the same year as NASC) is in Worcester County and belongs geographically with the central Massachusetts colleges which were discussed in Part I. It is dealt with here because the survey extended

beyond its original parameters to include all the State Colleges in Massachusetts.

In contrast to NASC, Fitchburg State College has not developed a significant commitment to third world study. Anthropology is non-existent, except for one course. Sociology appears only as a division in the department of behavioral science, which offers majors in psychology (36 courses), sociology (20 courses), and human services (an interdisciplinary major). A course in general psychology and introductory sociology is required for sociology majors. There is also a separate department of social science, which includes the faculties of economics, geography, history, and political science but not sociology.

The social sciences have a very limited number of courses dealing with the third world. Economics, in a department separate from business administration, offers one course in economic development. The geography department has a course on developing nations, one on United States and foreign area studies, and a course on each of the three continents of the developing world. History, out of 45 courses, offers two on Latin America, one on Africa, one on Puerto Rico, and one on Black America (but none on Asia). Political science has 12 courses, none of them on the third world. Sociology offers a course on Race and Ethnic Relations, but its emphasis is on Black-white relations in America. Although foreign languages are taught quite extensively and include Russian as well as French, German, and Spanish, the student at Fitchburg has no greater opportunity to come across third world subject matter than a student at one of the western Massachusetts community colleges. The division of graduate and continuing education, with afternoon, evening and weekend courses, offers an M.Ed. and an M.A.T. (English), and a Certificate of Advanced Graduate Study in Career/Occupational Education.

Framingham State College

Framingham State College was founded in 1839 as the first public normal school in the United States; until 1964 it functioned as a women's college. Even today more than two-thirds of its undergraduates are women, and it offers a strong program in home economics. Foreign languages are limited to French, Spanish, and two courses in German. Third world subject matter is not taught much more extensively than at Fitchburg.

The geography department, with a strong program of some 40 courses, offers 4 on non-western regions: Monsoon Asia (Southern, Southeastern, and Eastern Asia); Sub-Saharan Africa; Middle East (Southwest Asia and North Africa); and Latin America. The history department has an American History concentration (with one course on History of U.S. Minorities) and a European concentration; out of a total of about 50 courses, one deals with China (an overview, from early China

through Mao). The department of politics offers some 25 courses, two of which focus on the third world. As well, the department administers two interdisciplinary programs, in public administration and in suburban studies; suggested courses do not mention, however, Suburban Lifestyles, a course offered by the sociology department.

Among its 20 courses, the sociology department includes an introduction to cultural anthropology; three other courses touch upon third world minorities and areas: American Sub-Cultures (religious, ethnic, deviant); Ethnicity, Culture and Society (cultures of various racial and ethnic groups, from an international and historical perspective); and Language and Culture(which includes communication problems in western and non-western societies). Sociology majors are encouraged but not required to select one of five options: aging and health; deviance and social control; community life; anthropology; theory and research. Each option consists of 4 core courses and 4 related courses, chosen from a larger selected group. The anthropology option does not list Introduction to Cultural Anthropology as one of its core courses, and the related courses are suggestions from biology, psychology, and geography.

Instead of the regular majors, a Framingham student may pursue a "liberal studies" major, an academic plan which involves study abroad, independent study projects, field study, internships, in an in-depth study of an area not represented by an existing major. The student may be able to add credits based upon past experience, work or military service. The college also offers an experimental "unstructured" program, in which a superior student may participate, free to attend "at Framingham or at any of the surrounding schools, any academic activities he desires for his growth. He mingles with all faculty members in fruitful conversation and discussions. He is encouraged to pursue independent studies from the day of his admission to the day of his graduation." (quoted from the 1981-82 Catalog). This program seems even less structured than the Hampshire College program discussed in Part I of our survey. However, like Fitchburg (and unlike Hampshire) Framingham has no formal cooperative agreements with other institutions and is not part of any consortium.

Besides the undergraduate curriculum, the college has ten full-time and part-time graduate programs which include M.A. in business, public or school administration, in health care, and in counseling; M.S. in food and nutrition; and M.Ed. in several subjects, among them home economics, and biology.

Salem State College

Salem State College, founded in 1864 by Horace Mann, serves 4,800 undergraduates and in evening programs almost 3,000 part-time students. Among the social sciences it offers majors in economics, geography, history, political science and sociology; African-American studies are offered as a minor. In contrast to Fitchburg and Framingham, Salem pays considerable attention to the third world.

The college has a well developed foreign language program, which includes French, German, Italian, Spanish, and Russian. The department of economics offers a course in economic development. The department of geography, with a strong program of some 60 courses, has 5 in non-western areas: South America; the Caribbean and Middle America; Africa; Asia; and the Middle East. Of the 80 courses in the history department, 11 are concerned with the third world and minorities: 6 on Asia (History of the Far East, Japan, China, Modern Israel, Armenia, and Women in Asia); two on Africa; one on Latin America; and History of the Afro-American I and II. Political science, among 30 courses, offers six on the third world: Black Politics; Vietnam and the Balance of Power; Politics and Modernization of Developing Nations; U.S./Latin American Relations and Foreign Policies I and II; and Political Culture of the Spanish-speaking Caribbean (which deals with the political and social background of the largest minority on the North Shore, with emphasis on the Dominican Republic, Cuba, and Puerto Rico).

Sociology offers some 40 courses, 12 of them concerned with third world societies and minorities. Black America is a major topic (sociology contributes substantially to the African-American studies minor), and is represented by Introduction to Afro-American Sociology; Black Social and Intellectual Thought in Contemporary America (discussion of the writings of George Padmore, W.E.B. DuBois, Marcus Garvey, Aimé Césaire, Frantz Fanon, C.L.R.James, and Harold Cruse); African Civilization in the New World; the Black Family in the United States; the Black Woman (in the United States, but also in Africa and the Caribbean); and Pan Africanism (the Pan African Congress, W.E.B.DuBois, the Garvey movement, Pan-African ideas of Malcolm X, liberation movements of Southern Africa). A course on Minority Group Relations deals with racial, national, and religious groups influential in American life; Cultures of the American Frontier focuses on the American Indian (the Boston Indian Council is mentioned as a resource for research); Religion and American Society takes into account eastern religious ideas and their influence in the United States. Other sociology courses deal with Peoples of India, Peoples of the Caribbean, and Peoples of Africa I and II (tribalism, liberation movements, and case studies of Zimbabwe, Namibia, Mozambique, Angola, and Tanzania). The department also offers directed studies in African-American studies, and a Minority Group Relations seminar which focuses on ethnic groups in the Salem area.

The proportion of third world subject matter in the social sciences is considerable, comparable to that at NASC. Sociology at Salem takes an even more active part in the development of third world study. At NASC no African-American program is offered, as a major or as a minor. At Salem the proportions of courses dealing with the third world in the several social science disciplines are as follows: Geography 8%, History 8%, Political Science 16%, Sociology 30%. The overall proportion in all the social sciences is estimated at 16%, or about the same proportion as at NASC (see Part I of the survey, p.34). Thus the student at Salem State College has a significantly greater opportunity to become familiar with third world materials than students at Fitchburg and Framingham.

Bridge-water State College

Bridgewater State College, founded in 1840, is one of the oldest and largest among the state colleges and it offers one of the most comprehensive programs at both undergraduate and graduate levels. It defines as its primary mission to serve students of the southeastern region, with a population of over one million persons, including those of low and moderate incomes. With 220 full-time faculty it enrolls 4,250 undergraduates and more than 1,300 matriculated graduate students; continuing education averages more than 3,000 students each semester, so that the total enrollment exceeds 12,000.

The number of programs is extensive. Bridgewater offers 27 undergraduate majors, the most recent of which are computer science, aviation science, management science, and social work; a major in nursing is planned. At Bridgewater, a major or concentration is specified at 24-36 hours, a minor at 18-21 hours; double majors must meet the requirements of both majors. The college encourages its students to undertake directed study with the guidance of a faculty member and to report on this in a paper or project, for which up to 6 hours of credit are allowed for graduation purposes.

Masters degrees are offered in 32 fields, with the MAT in 15, the M.Ed. in 10. The most recent M.A. programs being introduced are joint programs with Southeastern Massachusetts University, in psychology and in sociology. Certificates of advanced graduate study are offered in 4 concentrations to holders of masters degrees, and six certificate programs are offered through Graduate and Continuing Education. The very active program in graduate and continuing education is offered not only at the Bridgewater campus but also at Buzzards Bay (at the Massachusetts Maritime Academy) and at West Barnstable (at Cape Cod Community College) in late afternoon and evening hours and on Saturday mornings.

The college has an extensive program in foreign languages, including French, German, Italian, Portuguese, Spanish, and Russian. It supports and encourages students to pursue study abroad to supplement its course offerings, so that "through such infusion of experience they will be better equipped to deal with transnational problems of the contemporary world".

Like NASC, Bridgewater has a combined department of sociology and anthropology which takes a strong interest in the third world; social work and psychology constitute separate departments in the division of behavioral sciences. Anthropology offers some 30 courses and seminars (7 of them at the graduate level) and a major with two concentrations: cultural anthropology, and public archeology. Archeology, especially of North America, receives special attention, with courses on Archeological Excavation in New England, and Problems of New England Archeology. Sociology offers about 50 courses (15 of them at the graduate level), a concentration in criminology, and a selection of courses dealing with the third world: Society and Culture in Modern India; Sociology of Prejudice and Discrimination (concerning minority groups in America); Sociology of the Third World (developing countries of Asia, Africa, and Latin America, their industrialization, urbanization, population growth, class and political structures); Religion and Society in Asia (characteristics of Islam, Hinduism, Buddhism in Japan, India, and Sri Lanka); Theories of Race and Ethnic Relations (focusing on Black Americans); and Social Stratification in Comparative Perspectives.

The department of philosophy and religious studies offers Eastern Philosophies: Yoga, Hinduism, Buddhism, and Jainism; Comparative Religion: Western (Near East religions, Judaism, Christianity, Islam); and Comparative Religion: Eastern (including Hinduism, Buddhism, Taoism, Shintoism, and Confucianism). Geography, which is part of the division of social sciences, has courses on Asia, Africa, Latin America and Mexico. The history department offers courses on the Middle East, Africa, Spanish America (2), American Indians, Afro-Americans, Japan and China (2), and one on Modern European Imperialism (European expansion in Africa and Asia in the 19th and 20th centuries). Courses in the department of political science and economics include United States/ Latin American Relations; Latin American Government and Politics; and Government and Politics of Africa.

Besides the regular majors, Bridgewater State College has some multidisciplinary programs, among them minors in American Studies, Canadian Studies, Russian and East European Studies, and Urban Affairs, in which all social sciences (including sociology and anthropology) participate. Thus, as at Salem State College, the student at Bridgewater has ample opportunity to gain cross-cultural and international orientation and familiarity with the third world.

Mass. College of Art

Two other institutions are part of the state college system, although they are not liberal arts colleges. Massachusetts College of Art, with an undergraduate enrollment of over 1,000 (more than two-thirds women), offers bachelor's and master's degrees in fine arts. Several of its courses reflect interest in non-western art: Pre-Colombian Art in Mexico (with student participation in a foreign study program); Tai Chi Chuan (the ancient Chinese form of meditation in motion); and Oriental Brush Techniques.

Mass. Maritime Academy

Finally, Massachusetts Maritime Academy (founded in 1891 as Massachusetts Nautical Training School and until 1942 located in Boston) has granted B.S. degrees since 1949 and has been a division of the Massachusetts State College system since 1964. Among its electives are several humanities and social science courses, such as Spanish, Russian Studies, and International Law, and one which touches upon the third world, Latin American Studies (which introduces cultural anthropology and contemporary Latin American society). Its enrollment of about 900 is predominantly male, although in 1982 the first women students qualified for its bachelor's degree.

State colleges in eastern Massachusetts are all coeducational. However, in contrast to the coeducational private colleges in the region, where men are in the majority, women account for 60% of the state college undergraduate enrollment. In their commitment to the liberal arts and the study of foreign languages and cultures, and in the availability of courses on the third world, state colleges stand at an intermediate point between business-oriented private colleges (such as Babson or Bentley) and coeducational liberal arts private colleges (such as Merrimack or Stonehill). However, the private four-year colleges for women have an even greater commitment to the humanities, foreign languages and cultures, and third world study. Among the four existing state colleges there are considerable differences in the proportion of the curriculum occupied by third world study. In this respect, Bridgewater State College and Salem State College have developed third world study to a remarkable degree.

THIRD WORLD STUDIES IN MASSACHUSETTS HIGHER EDUCATION

Academic Project 1981-1983

Charles Mark

Department of Sociology-Anthropology-Social Work

PART II: SURVEY
Eastern Massachusetts and Boston

Section B: UNIVERSITIES

SECTION B: UNIVERSITIES

The 11 universities of eastern Massachusetts will be discussed in two segments: private and public. The eight private universities are all in the Boston metropolitan area. Among them are some of the top-ranking graduate institutions of the country; one or two have international reputations. Six of these universities were founded with religious sponsorship (Protestant, Roman Catholic, Universalist, Jewish) or by a para-religious organization, the YMCA. Two others represent the secular interests of modern industrial society - business, law, and technology.

The three state universities are more widely distributed, with locations north of Boston, south of Boston, and in Boston. Two have their origins in technological institutes, upgraded through association with state colleges; one has recently been reinforced by a merger with a state college.

1. PRIVATE UNIVERSITIES

Boston College

Boston College, one of the oldest (1863) Jesuit-founded universities in the United States, consists of ten schools and colleges, among them schools of management, nursing, education, and an evening college. The college of arts and sciences, of greatest interest to us, has both undergraduate and graduate divisions. The 8,500 undergraduates at Boston College are almost equally divided between men and women; the total enrollment, including part-time students, is over 14,000.

There are about 30 regular departmental majors in academic subjects, as well as independent majors which involve courses from two or more departments. The college offers special academic programs, such as a strong pre-medical/pre-dental program which has prepared thousands for admission to medical and dental schools, and a four-year bachelor's/master's degree program (offered jointly with the graduate school of arts and sciences) for exceptional students with at least a 3.3 average.

Boston College students can benefit from other institutions in the area through several cross-registration programs. Students above the freshman level may take one elective course each semester at Boston University, Tufts, Brandeis, Hebrew College, Pine Manor College, or Regis College. Students may also cross-register in two special programs: in Afro-American Studies, a student may cross-register at Boston University, MIT, Simmons College, and UMass/Boston, and in Black and Third World Studies (an interdisciplinary program concerned both with the Black community in America and with third world peoples in

developing countries) a student may take any courses not offered at Boston College at Boston University, MIT, Simmons College, and UMass/Boston.

Boston College presents itself as a "campus of many cultures" and has coined the acronym AHANA to represent collectively its Afro-American, Hispanic, Asian, and Native American students. AHANA students participate in an Asian Student Club, a Black Education Association, a Black Student Forum, and La Union Latina.

The college offers more than a dozen foreign languages, both classical and modern: besides modern West European languages and Russian, Latin and Greek, Old Church Slavonic, Old Persian, Classical Armenian, and Sanskrit are taught, but not Chinese or Japanese or other Asian languages.

All social sciences offer some courses on the third world, and sociology has a major share in this endeavor. The economics department offers Economic Development (the economic characteristics of less-developed countries) - 1 out of 25 courses (3%). The history department provides 3 courses on China, one on Japan, 2 on Africa, 2 on Islamic Culture and the Middle East, one on Latin America (in the colonial period), and one on Argentina, Brazil and Chile - a total of 10 out of 95 courses (10%). Political science has 2 courses on China (Politics of China, Thought of Mao Tse-Tung), 2 on the Middle East,one on Development and Modernization, and one on Latin America, and one on Politics of the Third World - a total of 7 out of almost 100 courses (7%). The sociology department (which also offers two courses in anthropology and one on social psychology of daily life) has courses in Race Relations; Political, Economic and Ethical Dimensions of World Hunger (the problems of developing nations, the role of developed nations, multinational corporations and hunger); Population and Ecology (with special emphasis on third world countries, international and internal migration); Comparative Social Change (analysis of major social changes in America and in poor countries); Modernization and Development (social, political, and economic development in Asia, Africa, and Latin America, and the part played by emerging institutions and parties, bureaucracies, trade unions and armies in meeting the challenges of dependency and modernization) - that is, 6 out of some 60 courses (10%).

Some aspects of third world culture, though mainly of the classical period, are dealt with in humanities courses. the fine arts department presents 3 such courses: African Art (traditional art of sub-Saharan Africa); Arts of China; Gods and Goddesses of India (artefacts of the Indus Valley

civilization, rise of Buddhism, sculpture of the Gupta period) - 3 out of some 35 courses (4%). The department of theology has two courses on Black theology in America, and 3 other courses: Comparative Study of Scriptural Traditions; Hinduism, Buddhism and Islam; Christianity and the Encounter with World Religions, all of which deal to some extent with third world symbolic culture and which constitute 5 out of the 130 courses (4%).

Undergraduate students may also qualify for a certificate of proficiency from CEERA, the Center for East Europe, Russia and Asia, in an interdisciplinary program which deals partly with third world countries. In the graduate program, candidates for the Ph.D. in history can present History of China, Latin American History, African History, or Middle Eastern History as part of their course work. In the graduate school of management, courses such as International Business Strategy or African Business Environment discuss the problems of multinational business firms, the north-south dialog, and questions of economic development.

Although the number of courses is sufficiently large to constitute a program in third world studies, the proportion of courses devoted to this subject matter is not as large as at some of the 4-year private colleges. The program in Afro-American studies is clearly dependent upon courses in other institutions to which the students have access through cross-registration. Geography and anthropology are not well developed disciplines. Priorities lie in the natural sciences and the humanities.

Boston Univ.

Boston University, linked by its origin in 1839 to the Methodist Episcopal Church and incorporated 30 years later, is today a nonsectarian coeducational university with an enrollment of 18,000 full-time students and a total enrollment of 27,000. It is the second largest university in Massachusetts after Northeastern University. There are some 2,100 international students and 120 international faculty, from over 100 countries. The total faculty (full-time and part-time) numbers over 2,500.

The university is composed of 16 schools and colleges, including medicine, dentistry, law, engineering, education, management, public communication, social work, theology, and nursing. The graduate school was founded in 1874 and serves today about 1,600 students registered for M.A. and Ph.D. programs in the liberal arts. Its students may cross-register at Boston College, Brandeis and Tufts, and an agreement with Harvard permit cross-registration in African and Afro-American studies.

The university claims commitment to minority recruitment and equality of the sexes (it had the first coeducational medical school and the first black woman M.D., as well as the first woman Ph.D. in the United States). Women have a slight edge in the undergraduate enrollment. Each year some 1,000 students are involved in social service, legal, and hospital work with non-profit organizations.

Boston University has the prerequisites for a variety of programs relating to the third world. Anthropology, geography, sociology are well developed, as are history, political science, religion, and art history. It offers a very wide range (more than 20) of foreign languages; besides modern and classical major European languages, it teaches Asian languages (Chinese, Japanese, Sanskrit, Hindi, Tamil, Urdu, Persian, and Arabic) and also African languages (Hausa, Swahili, Yoruba, Mandinka, and Bantu). Most of its liberal arts departments have graduate as well as undergraduate programs.

The interdepartmental Afro-American Studies program, inaugurated in 1969, is the first graduate program in that field. Its courses are open to undergraduates, but it is essentially a graduate program in history, sociology, and social problems of the Afro-American community, leading to an M.A. degree. Joint programs with the school of social work and the school of public administration lead to M.A./M.S.W. degrees and M.A./M.S. degrees, respectively. These dual degree programs of 80 credit hours can be completed in two years and two summer sessions, combining course work and field experience; all required courses are offered after 4 p.m. to attract and accommodate part-time students. An undergraduate can choose an African Studies minor which includes social science and language courses. Anthropology contributes to it a course in field methods in anthropological linguistics; history and geography cover regional study of the continent, and sociology contributes a course on the sociology of Africa.

Anthropology courses focus on Africa and the Middle East, North American Indians, and Latin America; its graduate program includes several linguistics courses. Archeology is a separate department, combining classics, art history, history, and anthropology. The economics department offers several courses on the regional economy of the Middle East, Africa, and Latin America, and one of its graduate programs leads to an M.A. in Development Economics.

The geography department offers an accelerated B.A./M.A. program which can be completed in four years, with

some summer study. Qualified juniors and seniors in this program must maintain a cumulative point average of at least 3.4, and foreign language study, a thesis, and a departmental colloquium presentation are required. Among the options are geography of development (with courses such as Geography of Hunger and Poverty, or Communication and the Developing Nations) and human and regional geography (where the focus is on Central America, South America, the Middle East, and Africa).

In addition to its major, the history department offers concentrations in American, European, or Third World history. In the latter option, courses deal with Latin America, the Middle East, Africa, and East Asia (with two on China and one on Japan). At the graduate level the department claims to be the national leader in African history, and cooperates closely with the university's African Studies Center in an interdisciplinary program involving anthropology, economics, political science, and sociology. At the graduate level courses are further regionalized: two on West Africa, two on East Africa, one on Northern Africa, and so on.

The department of interdisciplinary studies administers several programs in which undergraduates may participate: the minor concentration in African Studies (already mentioned); two concentrations in the department of religion, in Islamic Studies or Judaic Studies; and an interdisciplinary concentration in International Relations. Economics, geography, political science, history, and sociology contribute to the International Relations program, and a student in it may choose to specialize in one of several areas: Western Europe, Soviet Union and Eastern Europe, Latin America, Middle East, East Asia, or Africa. Related graduate programs include a Ph.D. in interdisciplinary studies; an M.A. in International Relations (for U.S. Department of Defense personnel stationed in Europe); and an M.A. in Latin American Development Studies (which emphasizes economics, but includes courses in anthropology, history, political science, and sociology).

Political science is primarily concerned with political theory and American politics and secondarily with comparative politics (Western Europe, Soviet Union, Latin America). American and Soviet foreign policy is covered by several courses, and a course is devoted to the foreign policy of the People's Republic of China. The graduate program, with some 80 students (about 10 new entrants each year) has a large proportion of foreign students (more than 30, coming from 15 countries). It builds upon the topics already mentioned, and includes several specialized courses on Africa: Political Systems of West Africa, of East Africa, of southern Africa; and Politics of French-speaking Africa.

The department of religion offers a major and a minor, and an accelerated 4-year B.A./M.A. program. Besides the concentrations in Islamic Studies and Judaic Studies, already mentioned, Arabic and Persian are also taught, along with courses in Asian religions: Religions in India (coexistence of Buddhists, Hindus, Muslims and Christians); Buddhism in India, China, and Japan; Muhammad and the Koran; and Sociology of Religion. Graduate programs are offered in the division of theological and religious studies.

As we have seen, the department of sociology is involved in a number of interdisciplinary programs at both the undergraduate and the graduate level. It offers several courses and seminars on Ethnic and Minority Relations; Dynamics and Comparative Perspectives of Race Relations; Black Women in American Society. In addition to theoretical courses, such as Comparative Social Structures and Social Change, it offers specialized courses such as Sociology of Africa; East Asian Social Institutions; Population Problems; Development and Underdevelopment; Women and Social Change in the Developing World; and a seminar on the Asian-American Experience (Chinese, Japanese, and other Asian communities in the United States, images and stereotypes, anti-Asian movements, Asian women). Among topics considered suitable for directed research in the graduate program, three areas concern the third world: ethnic, race and community relations; cross-national and development sociology; and African sociological studies. Africa receives special emphasis, in line with the strength of the African Studies program. Masters and doctoral programs are possible in sociology, applied sociology, and in sociology and social work (the latter in cooperation with the school of social work).

Besides the academic departments, Boston University has several research centers which support related academic programs as well as engaging in research: the African Studies Center, Afro-American Studies Center, Center for Asian Development Studies, and Center for Latin American Development Studies.

The university has innovative programs at the pre-baccalaureate as well as the post-graduate levels. The College of Basic Studies offers a two-year core curriculum for students whose high school credentials may not make them eligible for 4-year liberal arts or professional programs. As well as the accelerated 4-year B.A./M.A. programs mentioned earlier, the university offers a 6-year liberal arts/medical education program, with 2 years of the undergraduate liberal arts curriculum followed by 4 years of medical education leading to B.A./M.D. degrees. There is an analogous liberal arts/dental education as well. Its

Metropolitan College, serving part-time adult students, offers various associate degrees (AAS - Associate of Applied Science), bachelor's degrees (BLS - Bachelor of Liberal Studies), and master's degrees (MLS - Master of Liberal Studies, and MCJ - Master of Criminal Justice).

Boston University has a highly developed program in foreign languages (including languages from Africa and most parts of Asia), its social science departments (especially sociology) are actively interested in the third world, and its departments of history and religion also place considerable emphasis on non-western cultures. Its students, whether at the Boston University campus or through cross-registration at other institutions, have many opportunities to advance their knowledge of the third world.

Brandeis Univ.

Brandeis University was founded in Waltham in 1948, as the first Jewish-sponsored nonsectarian institution of higher education in the United States, a small, private, research-oriented university. With an undergraduate enrollment of 2,800 (about equally divided between men and women, and including about 115 foreign students) and a total enrollment of about 3,600, it is the smallest of the universities in the Boston area. Its graduate school of arts and science and its school of advanced studies in social welfare enroll about 650 students, or about 18% of the total enrollment. With 350 full-time and 80 part-time faculty, the university has a very favorable student/faculty ratio and claims a high rate of admission of its graduates into graduate and professional schools. Almost half (46%) of the class of 1979 went directly to graduate or professional education. The acceptance rate of its applicants to medical schools was 73% (the national average is about 40%), to law schools 90%, and to dental schools 100%. Thus above-average students at Brandeis are almost assured of admission to prestigious schools and ultimate entry into the professions, assuming that they have sufficient financial means (almost $11,000 per year, or close to $80,000 for 4 years of undergraduate study and 3 years of professional training).

Brandeis stresses a liberal arts education as the best preparation for professional training. In pre-professional preparation for business and management it recommends only certain fields such as economics, mathematics, computer science, psychology and sociology; for law, the social sciences, history, and American Studies. For pre-medical and pre-dental students it has a sequence of required courses in chemistry, physics and biology, to be completed by the end of the junior year. For exceptional undergraduates, it has an accelerated 4-year B.A./M.A. program.

Brandeis students may enroll in various foreign programs, some sponsored by such organizations as the Institute of European Studies and the Council on International Educational Exchange, involving junior-year study in more than 20 countries in Europe, Asia, and Latin America. Students may receive credit for certain programs at universities in Great Britain and in Israel. A special international fellowship program enables graduate students to do research abroad. Full-time graduate students may also cross-register for one graduate course at Boston College, Boston University, or Tufts University.

The college of arts and sciences is divided into four schools: creative arts, humanities, science, and social sciences, with the latter including African and Afro-American studies, and psychology. More than 800 courses are offered yearly in some 30 areas of concentration and specialized programs. Almost all the courses dealing with the third world and third world minorities are found in the departments and programs of the school of social sciences. Students' interest in third world countries is encouraged by informal activities as well as by formal courses; among the student clubs on campus are the Asian-American Student Association, the Black African-American Party, the Caribbean Culture Society.

African and Afro-American Studies provides inter-disciplinary study of the experience (historical and contemporary) of peoples of Africa and of African descent around the world. Courses include Sociology of the Modern Ghetto; Third World Ideologies; Black Women in America; Racism in America (the nature of institutional racism rather than simple prejudice); Aging in the Third World (comparisons between post-industrial and traditional societies). Anthropology offers all sub-fields, including anthropological linguistics and archeology. Special attention is given to the archeology of the Middle East (Syria, Palestine, Anatolia, Mesopotamia, and Iran), and to Indians of North and South America, economic anthropology, and primitive art.

Major European languages, including Russian, are offered in several departments. Chinese, classical languages and Arabic are taught in the department of classical and oriental studies. Hebrew, Yiddish, Aramaic and Ugaritic are taught in the department of Near Eastern and Judaic Studies, the largest department in this field outside Israel.

The economics department offers a course on Economics of Underdeveloped Countries, and one on the Economy of Japan. The history department has a seminar on American Imperialism in Southeast Asia and one on Militarism in Latin America, as well as several courses on Latin America,

the Near East, and East Asia. Concentration in Latin American Studies is possible, and students are then encouraged to study for a semester or a year in Mexico, or in one of the South American countries, or in Spain. However, the majority of the history courses deal with America, Europe, and various aspects of Jewish history. The department of politics offers two courses on political development in the Black community, two on political change in Latin America, two on politics of Africa; International Relations in the Middle East; Soviet Union and China in World Affairs; and Comparative Asian Foreign Policies (U.S. stake in Asia in World Wars I and II, Korean War, Vietnam, the Sino-Soviet conflict, the rise and fall of the Japanese empire).

The sociology department defines its research interests as "sociology of health and illness, occupations and work systems, sociology of law, race and ethnic relations, social change theory, sociology of the family, Third World development". Its courses deal with major world issues and particular attention to given to "theory and social thought, field methods and quantitative research, social criticism, and applied sociology". The department contributes to special programs in Urban Studies and Women's Studies, in addition to offering a range of courses dealing with the third world: Comparative Ethnic Relations (evolution of race and ethnic relations in the U.S. and several third world countries, from historical and comparative perspectives; strategies of assimilation and separatism); Social Change; the Non-Violent Movement (civil disobedience, conflict resolution, reading of works by Gandhi, Thoreau, King); Sociology ofDevelopment and Underdevelopment (examination of historical models of development: western-capitalist, socialist-bureaucratic, Japanese, and the relevance of these approaches for third world countries in Asia, Africa, and Latin America); Sociology of Underdevelopment I and II (economic, political and social factors internal to third world societies, such as migration, rural organization, education, and urban growth); Social Structure of Israel; Urban and Social Development in Israel; Sociology of Revolutionary Change; Women and Development (position of third world women in the U.S. and in Asia, Africa, and Latin America, women's movements in the third world and their differences from western feminism); Issues in Third World Development (traditional culture, population increase, European colonialism); Planned Communities (the American utopian community, Israeli kibbutz, Chinese commune).

All social science departments except economics have graduate programs (M.A., Ph.D.), often in a selected area such as history of American civilization. But even the Ph.D. program in American civilization has a requirement

that "for a comparative view of the American experience, students will undertake selective studies in European, Asian, Latin American or African history". Brandeis lacks a geography department, but this is to some extent compensated for by the extensive coverage of third world subject matter in departments such as sociology, anthropology, and political science, and by encouragement of study abroad (even in programs which focus primarily on American society) so that students may gain cross-cultural perspectives.

Harvard and Radcliffe

Harvard University and Radcliffe College, because of their close relationship, are discussed here as a unit. Radcliffe College started in 1879 as a Harvard "annex" to create access to higher education for women (27 in that year) but today a single admissions office admits about 1,600 students each year "without regard to sex and on the sole basis of merit". This seems to be confirmed by the rate of acceptance of applicants, which in 1980 was about the same for eaither sex. In that year about 60% of the total of close to 14,000 applicants were men and 40% women; some 15% in each category were accepted, and about three-quarters of those accepted actually registered (or, between 11% and 12% of the original applicants). Different areas of concentration still have differential enrollments. About one-third of all women study humanities, as compared to about one-sixth of the male students; in such areas as engineering and physical sciences men predominate, while social and biological sciences are selected by about the same proportions of either sex.

Both campuses are coeducational in classrooms, laboratories, and libraries, and dormitory facilities are organized into a single house system, a relatively recent development precipitated by social changes during World War II and the post-war years. Classrooms became coeducational only in 1943, Radcliffe women began to receive Harvard degrees in 1963, and all dormitory and other facilities became integrated by sex only in the early 1970's. It is interesting to note that at Oxford and Cambridge, which Harvard considers its British counterparts, women were able to take university examinations in the 1880's (Cambridge), received degrees in the early 1920's, and achieved full university status in 1948 (Cambridge) and 1959 (Oxford).

Of the two institutions, Harvard is, of course, much older than Radcliffe. Harvard was founded in 1636 and for its first 150 years was primarily concerned with the training of ministers of the church. For over 200 years Harvard's curriculum consisted largely of theology and the classics. With the founding of several graduate schools between 1782 and 1872 (the first, the medical school and the last, the graduate school of arts and sciences) the

university broadened its curriculum to include the sciences and other liberal arts subjects. Over the years its undergraduate education has undergone substantial changes. Required classical subjects were replaced by a free elective system, on the assumption that each student can judge best his educational needs. The waiver of all academic requirements led to a broadening of the curriculum but also to a lack of depth, for the majority of students (perhaps as many as three-quarters of them) took only introductory courses. Gradually the concept of concentration (or a "major") in a particular field developed, while other courses were "distributed" among other major areas of study. Today, a balanced program is viewed as dedicating one half of one's study to the area of specialization, one quarter to distribution requirements, and one quarter to electives (to strengthen one's specialization or one's knowledge of other major fields).

The most recent innovation is a core curriculum, which was expected to be fully implemented by the fall of 1982. This curriculum consists of six broad areas, from which students are required to select 4 full-year or 8 half-year courses which deal with ideas deemed essential to a liberal arts education today. The six areas include social analysis; moral reasoning; science; literature and arts (mostly western literature and art, but with some exposure to non-western themes, as in Chinese Painting, Monuments of Japan, and the black literary movements of the early 20th century); historical study (which deals mostly with western history, but includes one course on underdevelopment and two on East Asia). The sixth area, foreign cultures, requires the student to examine major civilizations and gain a new perspective on his own cultural assumptions and traditions; out of its 17 courses, 6 deal with European cultures (Russia, Germany, Austria, France, and Spain) and 11 with non-European areas (two each on Africa, India, Middle East, and Latin America, and three on Southeast Asia). Electives are chosen from courses outside the major concentration.

Many factors combine to establish Harvard's reputation of educational excellence - high admission standards, excellence of faculty, generally small classes, an effective teaching and examination system, high retention rate, high rate of acceptance into graduate and professional schools, and membership in the Ivy League. Even so, the convenience of geographic proximity results in about two-thirds of all students coming from New England (especially Massachusetts) and the mid-Atlantic states (especially New York). By a two-thirds majority students come from public

high schools rather than private preparatory schools. Four to five per cent of the students come from foreign countries, not an excessive proportion in comparison with other universities in the Boston area. Most of the foreign students come from the relatively more prosperous countries of Europe, the Americas, and the Far East; in the class of 1984, for instance, the whole of Africa is represented by only one student. The various racial and minority groups comprise, however, about 20% of the student body.

The 600 full-time faculty and 100 instructors and lecturers, assisted by teaching fellows, provide a very favorable faculty/student ratio. More than 60% of the classes have 20 or fewer students, and large lecture classes are divided into sections of 17 to 20 students, led by teaching fellows. Under the tutorial system, students meet typically in small groups of 5 or 6 once a week, receive instruction, and work on projects in their field of concentration (major). Tutors are assigned in the sophomore year and tutorials continue through the junior and senior years, becoming more demanding as to level of scholarship and quality of written and oral expression. Other small group contact is provided by seminars, and individual contact by independent study or special programs.

Examinations (two of which are required in all full-year courses and one in each half-year course) are preceded by a lengthy period of 11 or 12 days of reading and preparation, at the nd of each semester. Any make-up examinations are under the jurisdiction of the Administrative Board and the Registrar, require special fees, and usually a medical certificate; more than two make-up examinations prevent registration for the next term, unless special permission is given. Students may be excluded from a course because of neglect (including poor attendance). Other forms of separation with an increasing degree of severity are requirement to withdraw, dismissal, and expulsion. In fact, between 92% and 97% of enrolling students eventually graduate. About three-quarters of the graduates achieve honors (half of them with honors in the field of concentration, one quarter with honors in general studies). Fewer than 20% of the students change their concentrations (majors) and most such changes are made within the same general area (within the humanities, for example, or within the sciences).

Harvard graduates have a high rate of acceptance into graduate and professional schools. In the late 1970's the following rates applied: to business, 90-94%; medicine, 85-89%; law, 95-98%; and all other graduate schools, 90-94%.

In the same period, the acceptance rate of Harvard graduates into Harvard professional schools was generally several times higher than that of students from other institutions: Harvard Business School, between 62% and 80%; Harvard Law School, between 73% and 100%; and Harvard Medical School, between 34% and 41%. Thus freshman acceptance into Harvard very nearly assures graduate as well as undergraduate education for the majority of students, assuming that financial resources are available. In addition, Harvard is one of the Ivy League, that most prestigious of "educational cooperatives", whose other members are Brown University, Columbia University, Cornell University's College of Arts and Science, Dartmouth College, Princeton, University of Pennsylvania, and Yale. These institutions meet regularly, along with MIT, to discuss academic matters, educational philosophy, and admission procedures.

Harvard's characteristics furnish a set of standards, and "ideal" of a model, compared to which most other American institutions of higher education will be found lacking. The usefulness of such a model is not to provide a set of standards for all liberal arts education, but to determine what is educationally possible under the most favorable conditions of academic tradition and material resources. In the specific case of third world studies, we can establish here realistic expectations about the limits of their inclusion in the overall curriculum and of the part they can play under the best of circumstances. In fact, Harvard has given prominence to the study of foreign cultures by making it one of the six core areas in its revised curriculum besides including it traditionally in such fields as literature, history and science. And, as has been mentioned earlier, the majority of these foreign culture courses pertain to the non-western world.

The university offers some 40 fields of concentration, out of which about a dozen provide substantial instruction on third world topics. The six largest concentration programs (biology, economics, government, history, English and American literature, and biochemical sciences) enroll about 60% of all undergraduates. These programs are not only traditional liberal arts subjects, but they are also the undergraduate counterpart of the professional schools of business, law, and medicine. Some of the courses dealing with the third world appear among the largest concentrations (history and government), but most of them appear in about 10 fields of smaller concentrations.

Harvard teaches a large number of foreign languages (more than 30), along with courses on the society, culture and civilization of the respective countries. Besides the

major languages of Europe (western, central, and eastern) and the classical languages of the Mediterranean and the Middle East, it also offers a number of Asian languages, modern as well as classical: Arabic, Armenian, Chinese, Iranian, Japanese, Korean, Manchu, Mongolian, Sanskrit, Sindhi, Tibetan, Turkic, Urdu-Hindi, and Vietnamese. Some of these courses are open to undergraduates, but many are designed for advanced and graduate study. Certainly a student interested in Asian societies and cultures finds here the opportunity to pursue such study in depth. On the other hand, African languages are offered in only two courses, one at the introductory level, the other at the intermediate. The introductory course examines one of the following: Swahili, Wolof, Hausa, Ibo, Yoruba, Twe, and Mandingo. At the intermediate level only Swahili is taught.

Afro-American Studies is an interdisciplinary program which draws upon the humanities and upon the social sciences; 11 sociology and 4 anthropology courses are among the recommended social science courses. African Studies, a program supervised by a committee, provides a multi-disciplinary introductory course on Africa in the core curriculum, and sponsors lectures, seminars, conferences, films, and exhibitions on Africa.

Anthropology comprises archeology, biological, and social anthropology and uses the collections of the Peabody Museum of Archeology and Ethnography and its laboratories in physical anthropology and archeological research. Many of its courses deal with prehistory and archeology, including that of ancient Asian society. In social anthropology we find courses on Tribal Peoples of South America; Politics of the Middle East; Food Supply Systems of Africa; Plural Societies (multiethnic and tribal groups in the developing world).

Two departments offer concentrations in East Asia. The department of East Asian languages and civilizations emphasizes the languages and literatures of East Asia and the pre-modern history of the region, its religion, music and folklore. The department has an invaluable resource in the Harvard-Yenching Library; the Chinese collection there is one of the most comprehensive in the world, and it also houses substantial Japanese and Korean collections. Many language courses are offered: Chinese (25), Japanese (25), Korean (5), Manchu (4), Mongolian (5), and Vietnamese (2). The department of East Asian Studies (established in 1972) focuses on the study of China, Japan, Korea and Vietnam in a comparative and interdisciplinary perspective. Two full courses (12 hours) of an East Asian language is a requirement. This program shares facilities with Harvard's East Asian Research Center, with its more than 50 resident scholars.

One of the fields of specialization in the economics department involves development, area studies, and agricultural economics, for which the Harvard Institute for International Development serves as a resource. Courses include Japanese Economy, Public Finance in Developing Countries, Modern Korean Economic Development, Economy of the Middle East, and Agriculture in Economic Development.

Government has four sections: political theory, American politics, comparative government, and international relations. None of the sections concentrates specifically on the third world, although area studies of the Soviet Union and China are offered. In the section on comparative government, courses include Politics of Africa; Soviet Political System; Public Policy in Japan; Government and Politics of Modern Japan; Government and Politics of Contemporary China; Comparative Politics of Latin America; African Political Systems; Politics and Government of the Middle East. The section on international relations has 5 courses which deal with Asian countries: East Asia in International Politics; Japan in International Politics; the Middle East Problem; Arab-Israeli Conflict; Arabian/ Persian Gulf Basin; Oil and International Politics.

The methodological approach of the government department is eclectic and synthesizing - "the methods used are borrowed from history, sociology, philosophy, economics, and psychology - and then refashioned and put to work in a discipline that includes them all". As a major department it attracts to its courses students from all the other social sciences. Its coverage of third world topics is world-wide, but the Middle East appears to be a dominant concern. Departmental resources include the specialized libraries in the Centers for International Affairs, Russian Research, and Middle Eastern Studies, and the seminars and lectures of these Centers are open to undergraduates.

History, one of the six major concentrations, devotes four of its eight areas to the third world: East Asia, Africa, Latin America, and the Near East. The department offers a large number of courses dealing with the history of Asian nations (China, Japan, Vietnam, and also the Middle East, the Ottoman Empire, and Islamic history) as well as Pre-Colonial and Colonial Africa; African Slave Trade; Colonial and Neo-Colonial Latin America; and two courses on Mexico. The departments of history and of government cover many of the same areas of the third world in their courses, but from different perspectives. Both departments are among the six largest concentrations, are of about the same size, and attract to their courses students from other social science disciplines. History,

a traditionally strong department, also finds expression in separate concentrations - History and Science, and History and Literature (which is concerned with the western world, and requires reading knowledge of one or two European languages).

There are other special programs, some advisory, some degree-granting, to which several departments contribute. Inner Asian and Altaic Studies is one such program, for graduate students. Courses relating to Latin American and Iberian Studies are drawn from various social science and humanities departments.

The linguistics department offers courses in Indo-European Philology; Introduction to Non-European Languages (with special reference to Niger-Congo languages); Bantu; Language and Social Structure (speech communities in tribal and advanced societies, language in a multiethnic nation - such as India, immigrant and ethnic communities).

The department of Near Eastern languages and civilizations permits a junior year abroad (for example, in Jerusalem, or Cairo) and uses the rich resources of the main Harvard Library. The program emphasizes the classical languages of Western Asia, and includes classical Georgian, Akkadian and Sumerian, classical and modern Arabic, Aramaic, classical and modern Armenian, Hebrew, Hittite, Old Persian and Iranian, Old Turkic and Turkish, Old Uighur, and Yiddish.

The comparative study of religion, although primarily concerned with the Judeo-Christian tradition, involves a range of courses on Islam, Hinduism (Hindu and Christian Piety; Tamil Hymns), Buddhism (in India, Tibet, East Asia, and Japan), and on Confucianism. Sanskrit and Indian Studies is a program recommended to graduate students (but available to undergraduates); it is supported by one of the largest collections of Sanskrit manuscripts in the west, in the Harvard College Library. About a dozen courses on Sanskrit are offered, along with four on classical Indian texts (Pali and Rig Veda), four on Tibetan, two on Sindhi, and five on Urdu.

The social studies program, established in 1960 by a group of historians, economists, sociologists, and political scientists, empasizes critical, comparative, and interdisciplinary approaches. It is predominantly committed to history and theory, but it touches on some topics of interest to the third world: 19th Century Imperialism; Japan; Contemporary Relations between Industrialized and Non-Industrialized Nations.

The department of sociology encourages inter-disciplinary work with other departments, and offers many courses and seminars which deal with third world topics: Communist Chinese Society; Culture, Social Structure and Underdevelopment in the Caribbean; Latin American Politics and Socio-economic Development; Social Protest and the State in Latin America; Historical Sociology of Slavery; Sociology of Indian-White Relations; American Racial and Ethnic Relations; Modern Japanese Business and Society; and two courses on the Sociology of Development (one, concerned with urbanization, agriculture, educational development, multinationals; the other with case studies of social and economic development in such third world societies as Brazil, Jamaica, Cuba, Korea, and Tanzania.

Harvard espouses the "classical" approach to the understamding of non-Western cultures, through archeology, history, and philology (both language and literature). The contemporary third world and its problems receive only secondary consideration. Economics and government deal with the economic and political systems in third world nations, but it is the task of sociology to analyze social structure and the complex inter-relatedness of social institutions within third world countries, and to explore from a holistic perspective the relationship between industrial countries and predominantly agricultural ones and the problems of interdependence among nations. In the absence of any geography courses (only a geology department exists) it rests upon the relatively small sociology department to shed light upon contemporary societies in Asia, Africa, South America, and the Caribbean and their economic, political, and social problems.

MIT

Massachusetts Institute of Technology, founded in 1865, enrolls over 9,000 students (80% male), equally divided between undergraduate and graduate students. It is organized into five academic schools: architecture, engineering, Humanities and social science; management; and science; all are further divided into a total of 23 academic departments. As well, various programs offer instruction in aerospace studies, military science, and naval science. The proportion of international students, about 17%, is one of the highest among American universities.

Major emphasis in the MIT curriculum is on science and technology, and in the school of humanities and social science there are only five departments with strong graduate programs: economics, linguistics, philosophy, political science, and psychology. Five foreign languages are taught: French, German, classical Greek, Russian, and Spanish.

The third world receives fair attention in the spheres of politics and history, but geographic, anthropological or sociological analysis of the contemporary third world is almost entirely lacking. The anthropology/archeology department is oriented toward ancient societies of the Middle East, Egypt, the Andes, Mexico, and Central America. A few sociology courses are taught: Sociology of bureaucracy; Topics in Political Economy; and Political Sociology among them; no geography courses are offered.

In the history department there are courses on Africa (3), East Asia (4), Latin America, especially Mexico (4), and the Middle East (2). Political science discusses the quest for equality and development in third world countries; Afro-American and African politics; nutrition and national development; imperialism and colonialism. Specific courses are given on the Political Role of the Military in Cross-National Perspective, and on Politics of China, Japan, South Asia, the Caribbean, Mexico, South Africa. Third world countries are amply covered from a political viewpoint.

MIT also offers two interdisciplinary seminars, International Students and Participation in Development I and II; these discuss the problems faced by foreign students who return home, and by other individuals who seek integration into a different culture, as well as the role of technology in social change. In spite of its dominant interest in science and technology, MIT recognizes the significance of the third world in its curriculum.

North-eastern Univ.

Northeastern University was founded in 1898 and, like Western New England College (which started as one of its divisions) and Springfield College, it was originally closely associated with the YMCA. Today it is a non-sectarian institution, with the highest total enrollment (full-time and part-time) in Massachusetts - over 40,000 students. It perceives its dominant purpose "to serve the educational needs of the community" and its distinctive feature is its cooperative plan of education, a scheme started in 1909 by the College of Engineering and later adopted by other colleges and by graduate programs.

Northeastern claims to be the leader in cooperative education among all American institutions. The plan calls for alternate periods of study and work (the university is on a 13-week semester system) after the freshman year, so that an undergraduate degree can be completed in five years (or in four years, as a non-cooperative option). In 1980-81 it placed 9,000 students with 2,500 employers in the United States and overseas. The university has offered evening courses since 1906, and it also offers adult day

courses, and part-time certificate, associate, and bachelor degree programs in technological areas. It has a strong occupational orientation, with emphasis on job-oriented and practical fields of training, which it offers at graduate levels as well. The university enrolls some 17,000 undergraduates (over 60% are men); more than half are commuters. International students comprise 4% and minority students 7% of the student body.

The university is composed of a number of colleges and ten graduate and professional schools, most of them linked to the areas of undergraduate occupational education. There are colleges of business administration, engineering, nursing, criminal justice, pharmacy, allied health professions, and human development professions (elementary and secondary education, human services, physical therapy, recreation and leisure studies). The schools of law, of professional accounting, and of actuarial studies admit only graduate students. Because of the university's orientation toward the American job market, the school of arts and sciences and its undergraduate college represent a relatively small part of the total enrollment. Nevertheless, liberal arts subjects are offered (among them 5 European languages) along with journalism, computer science, and a human services program.

The third world and third world minorities receive fair attention from the social sciences and from the interdisciplinary program in African-American studies. The latter program includes among the required subjects for its majors Economic Issues in Minority Communities, Contemporary Issues in Black Society, Black Family, and Race Relations in America. The economics department offers Economic Development (economic growth in less developed areas); Comparative Economic Development (economic systems of Yugoslavia, Southern Italy, Turkey, Middle East, and China); and Development Finance (investment finance, tax structure and monetary management in developing countries). In the history department there are several courses on non-western countries: a seminar on Imperialism (European expansion in the late 19th century); China (3); Japan (3); Middle East (2), African-American History (3). Political science, which also offers an applied concentration in public administration, has a large selection of courses, with several on non-western areas: Asia (politics of development); Latin America; Politics of North Africa and the Middle East; China's Foreign Policy; Chinese Politics; Japanese Politics; the Arab-Israeli Dispute.

Most courses on the third world are offered by the department of sociology and anthropology: Sociology of Prejudice and Discrimination; Race and Ethnic Relations, a World Perspective (cross-cultural analysis of race and ethnic

relations in western and non-western societies); Middle East area study; Latin American Societies (with particular attention to Cuba, Mexico, Peru, and Brazil).

However, as in other business, service, and vocationally-oriented institutions, the number of students who participate in third world study at Northeastern is relatively small, perhaps in the order of only 3% or 4%.

Suffolk Univ.

Suffolk University started in 1906 as a law school; a college of liberal arts and sciences and a school of management were added in the mid 1930's. A commuter institution with relatively low tuition (among the lowest of any private university in New England) it has an active evening division, where classes meet typically once a week for 2½ hours and students can earn a bachelor's degree in certain majors, or graduate degrees in education, business administration, and public administration within five to seven years. The school of management also conducts an executive MBA program on Saturdays. A full-time student takes 4 or 5 courses a semester in the day or evening divisions to qualify for the same degree. An accelerated Combined Law School Degree program (for which a student may apply in the junior year) leads to a bachelor's degree and a J.D. in 6 years, or in 7 years if law study is done in the evening division.

The university has grown to about 6,400 students (2,100 in the college of liberal arts, 2,000 in the school of management, 1,700 in the law school), doubling its size in the last ten years. Full-time students number about 2,200, almost equally divided between men and women. About 60% of the freshmen rank in the top 40% of their senior(high school)class. Up to 60 semester hours of credit can be awarded on the basis of the CLEP test (30 in the five tests of the general examinations, and 30 for the subject tests). Transfer students, many of them from two-year public and private colleges, comprise about one half of each entering class. With 145 full-time faculty, Suffolk University has relatively small classes and a good range of liberal arts subjects.

Because of the university's strong vocational orientation, courses on non-western countries and third world minorities appear only in several departments of the college of liberal arts and sciences. Consequently, the overall impact on the university curriculum is relatively modest. The government department has two tracks, one academic and the other in public administration and policy. The department offers courses in Politics of the Middle East, of Africa, of Latin America; Politics of China and Japan; a seminar on the United Nations. The history department has two courses on the Middle East, four on other Asian countries (China, Japan, Southeast Asia, Far East), two on Africa (especially southern Africa), and Afro-American History I and II.

The sociology department has a strong program which permits specialization in crime, law and deviance; social work; health services; or general sociology. Required courses for all sociology majors include Statistics, Research Methods, Sociological Theory, and Field Studies. Six out of the department's 60 courses deal with third world subject matter: Sociology of Minorities; Social Change; Spanish-Speaking Minorities in the U.S.; Culture, and Stratification in Latin American Countries; Latin American Family and the State. Strong interest in Latin American studies is demonstrated in a Spanish and Sociology major (7 courses in each discipline), which prepares a student for work with Spanish-speaking populations. In addition, the sociology department offers four courses in anthropology, both physical and cultural. Thus one area of third world study is quite well represented in the liberal arts curriculum.

Tufts Univ.

Tufts University dates from the middle of the 19th century; its origins derive from the liberal Universalist Church, but it has always been non-sectarian. In 1855, as Tufts College, it had 30 students; by 1900 it had established schools of engineering (1869), medicine, and dentistry, and a graduate school of arts and sciences. In 1910 it opened Jackson College for women, which today shares the faculty and facilities of the college of liberal arts. In 1953 the institution was designated Tufts University.

The university has two campuses: the Medford Campus houses the two liberal arts colleges and the college of engineering, the graduate school of arts and sciences, and the Fletcher School of Law and Diplomacy; the Boston campus has the schools of medicine, dentistry, veterinary science, and occupational therapy, all part of the Tufts-New England Medical Center. The total enrollment of the university is close to 7,000 students. The three undergraduate colleges on the Medford campus enroll about 4,500, almost equally divided between men and women and taught by 300 full-time and 150 part-time faculty. The colleges emphasize small classes (about three quarters of the classes have 20 or fewer students), and the faculty/student ratio is 1:10. Liberal arts education is strong, claiming 80% to 85% of all Tufts undergraduates, and the retention rate is also high, with more than 85% of the entering freshmen eventually graduating from Tufts.

Full-time undergraduates may cross-register in all undergraduate courses and programs at Boston University, Boston College, and Brandeis University. At the end of the junior year, students who qualify may enroll in special honors programs which require a thesis and a qualifying examination (written or oral or both) at the end of the senior year. The university provides for accelerated

study by granting sophomore standing to students with scores of 4 or 5 on Advanced Placement Examinations in English and foreign languages (or with scores of 700 on foreign languages achievement tests). Combined bachelor's and master's degree programs in 5 years are available (especially in international affairs, through the Fletcher School of Law and Diplomacy). There is also a 5-year liberal arts/engineering program.

Innovation in the curriculum is encouraged through an Experimental College (organized in 1964), which gives students as well as faculty the opportunity to initiate courses, programs, informal colloquia, or projects which go beyond the scope of the established curriculum. The Experimental College offers a new curriculum each semester; classes are open to all undergraduates, and are limited to 20; about one-third of undergraduate student participate in some 100 courses each year. Here undergraduates may find an opportunity to gain some experience in teaching (while receiving course credit) and to participate in seminars which prepare them for the role of instructor. Some Experimental College courses have been eventually incorporated into the regular curriculum (Comparative Literature, International Relations, Chinese, Hebrew, and Ethnomusicology).

Tufts' commitment to the teaching of foreign cultures is made evident in several ways: by the requirement that comprehension of a foreign language is required for graduation in the liberal arts program; by the fact that the university teaches almost a dozen foreign languages (French, Italian, Spanish, Portuguese, German, Russian, Hebrew, Yiddish, Chinese, Greek and Latin); and by the existence of foreign affairs and international relations programs and the graduate program in diplomacy. However, the university's overall orientation can best be described as western-cosmopolitan, rather than third world-international. Its programs abroad are all located in Europe - in London, Paris, Barcelona, Tübingen, and Leningrad. Third world subject matter is studied from historical and political perspectives rather than from sociological or anthropological ones; no geography is offered.

In the list of courses suggested for the African-American Studies program, there are 7 in political science and 5 in literature (among the latter, two from the French department - Africa, the Caribbean and France:the Literary Synthesis; and French-African Literature). The list includes only one course from each of the disciplines of anthropology, history, education (Education in the Inner City) and psychology (Black Psychology).

Anthropology offers Culture Analysis: Africa (2 or 3 cultures of Africa prior to extensive outside influences); Culture Analysis: Melanesia (Polynesia, Micronesia, Melanesia, and native Australia); and Culture Analysis: South America. There is a course on North American Indian Art, and prehistoric and native cultures of North America are well covered. In the economics department, one course (Economic Development) deal with problems of growth of underdeveloped economies. The history department covers Latin America (2 courses); Chinese History I and II; History of Japan and Korea; Africa (3 courses), and the Middle East (2). On the graduate level, one finds Radicalism in Latin American History; Mexico Since 1810; Central Asia; Southeast Asia; History of the Chinese Communist Party and Revolution - a wide range of courses on third world countries. The strong department of political science, an undergraduate counterpart to the school of diplomacy, offers Comparative Politics (Asia, Africa, Latin America, Eastern Europe), and a seminar on Comparative Communism. Its international relations subdivision has courses on the Middle East, Chinese and Japanese Foreign Policy, China and the Third World.

The department of religion has sections on western and eastern religions. In the former, it covers Judaism, Christianity, and Islam; in the latter, religious traditions of China, India, and Japan - especially Shintoism, Confucianism, Taoism, and Hinduism (the Vedic tradition, the Upanishads, Bhagavad Gita) as well as Buddhism (Mahayana in India, and Buddhism in Tibet, China, and Japan). Sociology offers courses in Racial and Ethnic Minorities (with focus on Afro-American and Black Power movements); Comparative Race and Ethnic Relations (conflict in Africa, Asia, Europe and Latin America); Population Problems (population in the U.S. and worldwide, as a major variable in social change). Cultural achievements of Asian countries find appreciation in several courses of the department of fine arts, which offers Buddhist Art (in India, China, and Japan); Painting of East Asia; and Arts of China and Japan (painting, sculpture, metalwork, ceramics, and architecture).

Private universities of the Boston area represent the largest concentration of third world programs in Massachusetts, and one of the most important in all of the United States. The only other states where a comparable concentration of third world studies occurs are New York and California, because of their large enrollment of students in graduate schools and the presence of minorities (Black, Hispanic, and Asian). Significant Latin American programs exist in large southern states such as Florida and Texas, and comprehensive Afro-American programs are offered by universities in Washington, D.C., Baltimore and Philadelphia, but the most varied programs dealing with all parts of the third world are probably in Boston.

2. STATE UNIVERSITIES

Univ. of Lowell

University of Lowell was established in 1975 through a merger of Lowell State College and Lowell Technological Institute (originally a textile school), both of which date from the 1890's. With a full-time faculty of more than 400 and a total enrollment (full-time and part-time) of about 13,000, the university is composed of colleges of education, engineering, health professions, liberal arts, management science, music, pure and applied sciences, and a graduate school.

Masters degrees are offered in science and engineering, management, education, and music, and Ph.D. degrees in chemistry, physics and engineering. Courses in most of the graduate programs are scheduled in the afternoon and evening, and most master's programs (with the exception of nursing) can be completed on a part-time basis. The university has active summer school and continuing education programs; through the latter a student may enroll at every level, through the Ph.D. Also offered are 5-year cooperative education programs, which involve 3 semesters of off-campus work experience. Lowell also attracts students through "second chance" programs, which allow working adults to enroll part-time in the day program.

In spite of the generally vocational orientation toward science and engineering, the college of liberal arts offers majors in American Studies, English, history, political science, foreign languages, philosophy, psychology, and sociology. Anthropology is taught as only one course in the department of sociology, and only 4 courses of (mostly physical) geography are given by the department of earth sciences, where geology is offered as a minor. Foreign languages are taught quite extensively - French, German, Greek, Italian, Latin, Russian, and Spanish - as they used to be in Lowell State College. Third world subject matter receives fair attention in the existing social science departments.

Economics (which is part of the college of management science) offers a course on Economic Development of Less Developed Countries, and one on Latin American Economic Problems. The department of history and political science offers several programs (majors and minors in history and in political science, a major in administration of law and justice, and minors in Latin American Studies, Social Studies, and Women's Studies), some of which elsewhere are placed in other social science departments. The department defines its history major as "an introduction to civilizations of the past and present, including those of antiquity, Europe, America, and the Third World". For all history majors it requires one course on the third world, to be chosen from

courses dealing with Asian, African, or Latin American history, Afro-American history, the American Indian, contemporary Native Americans, or colonialism and the third world -- a definition of subject matter which corresponds to the concept of the third world as it is discussed in Part I of the Survey (p.6). There are 4 political science courses on non-western countries: Politics of Developing Areas; Southeast Asian Politics (Indonesia, Thailand, Vietnam); Politics of Communist China; Conflict and Revolution in Indochina (French colonial policies, U.S. involvement in South Vietnam). However, most of the courses in the department are concerned with America.

Sociology has developed its own commitment to the study of the third world and minorities in America, through such courses as Modern Africa, Conflict and Struggle (the impact of European imperialism, nationalism, and neo-colonialism in Zimbabwe and South Africa); Socialist Societies (Sweden, USSR, China); Study of Minorities; and Black Experience in American Life (both of which center on the U.S.). There is a seminar on Sociology of India (caste system, social and political development, tradition and modernity), and one on Minorities (racial, religious and ethnic minorities in American pluralistics society). Among its 40 courses and seminars the department offers 7 on various aspects of futuristics, which investigate the "technological affluent service society"; none is devoted to the study of social, political or economic trends in the third world. Similarly, the Sociology of Capitalism does not seem to investigate capitalism in developing countries.

U/Mass Boston

University of Massachusetts at Boston was established as a public university in 1965, in a decade of significant growth in Massachusetts public higher education and one which also saw the transformation of the state teachers colleges into liberal arts colleges. The university is composed of three colleges: the College of Public and Community Service, located at the original Park Square campus in Arlington Street in downtown Boston, and the College of Arts and Sciences and the College of Management and Professional Studies, at the new Harbor Campus. The university offers several masters degree programs, and is planning to introduce one in applied sociology and another in liberal studies, as well as a Ph.D. in environmental science.

With a 1980 enrollment of about 8,000 (and more than 11,000 in 1983) the university attracts a wide range of students: older students; students without the usual

preparation in high school, who are eligible for the special Developmental Studies Program; special students (not working toward a degree); and selected high school seniors and juniors from Boston public and private high schools, who can enroll in introductory level courses and (if they meet the pre-requisites) in advanced level courses as well. The university offers such facilities as a disabled students' center and two child care centers open to student, faculty, and staff children.

The university has extensive exchange programs. It participates in the National Student Exchange Program (which permits students to study at 52 state colleges and universities in 33 states at in-state rates) and the New England Regional Student Program (which enables UMass students to study in other New England state schools for the cost of in-state tuition). As well, temporary or permanent interchange is possible between the Boston and Amherst campuses of the university. Overseas study opportunities exist through the university's membership in the International Student Exchange Program and through agreements with more than 20 foreign universities in Europe and certain African and Asian countries, including China, Japan, Taiwan, Ghana, Ivory Coast, Kenya, Nigeria, Senegal, Sierra Leone, and Tanzania.

The college of arts and sciences offers major degree programs in most of the social sciences - anthropology, economics, history, political science, and sociology - and a major in Black Studies. The university teaches a wide range of foreign languages, classical and modern, European and Asian: Greek, Latin, French, German, Italian, Polish, Portuguese, Russian, Spanish, Armenian, Chinese, and Japanese. Among the interdisciplinary concentrations and special programs are an East Asian Studies Concentration and a Latin American Studies Program. There are nine certificate programs, open to non-degree seeking students, in Labor Studies, Marxist Studies, Urban Studies, and Women's Studies, but none of these touches directly on the third world, except for an occasional course (such as Women in Third World Countries).

The East Asian Studies Concentration is available to undergraduates who major in language and literature or, especially, in the social sciences. Students commit themselves to study Mandarin, Cantonese, Japanese, Korean, or Vietnamese, or to have proficiency equal to 4 language courses. Chinese and Japanese are each offered in 6 courses (at introductory and intermediate levels, and in classical and modern literature). Economics contributes to the Concentration a course in Comparative Economic Systems, while history and political science focus on China, Japan, and Vietnam. The sociology department contributes 3 courses: Survey of Asian Societies-China and Japan (traditional institutions such as family and community, modernization, comparisons between East Asia and the U.S.); Asian Minorities in America; Law and Politics in China.

Latin American Studies is an interdisciplinary program designed either as a Concentration (along with another major), as a major, or as part of a double major. The main objective is understanding of Latin America and of the 15 million Hispanics currently living in the U.S. so that students are prepared for jobs in government and in private and public agencies. An exchange program with the University of Puerto Rico enables students to study for one semester in San Juan. For this program the department of Spanish and Portuguese offers 15 courses in Spanish and 6 in Portuguese. All social science departments contribute as well: anthropology - several courses on Meso-America and the Caribbean; sociology - two courses in modernization, and one on Ideology and Social Control in Southern Africa and Latin America, another on Multinational Firms.

The department of Black Studies offers a multidisciplinary major, which prepares students for careers in the development of the black community and which helps them to rectify social ills created by individual and institutional racism. Black experience is explored not only in the U.S. but also in Canada, the West Indies, and in Africa; the program is thus directly concerned with social conditions in the third world.

The department of economics has 3 courses which relate to the third world or to minorities: Political Economy of Black America; Economic Development (strategies and policies of economic growth in Africa, Asia, and Latin America); African Economy (problems of sub-Saharan countries. The department of history offers 4 courses on Africa (on such topics as pre-colonial kingdoms of Ghana, Mali, and Songhai; Bantu migrations; nationalism and the struggle for independence; the Mau-Mau movement in East Africa); 5 on East Asia (China, Japan, Korea, Vietnam); a course on India; 2 on the Middle East; and 2 on Latin America. The majority of courses deal with American and European history, but more than 10% of the total of some 120 courses relate to the third world. The political science department, with over 70 courses, offers almost the same proportion on third world government: Politics in Latin America, in China, in Southeast Asia, in Africa (2); The Politics of National Development (following the anti-colonial revolution); Comparative Politics of Transitional Societies. Some other courses (such as Imperialism, and World Politics and World Order) emphasize European history and the United Nations, but also refer to third world conditions.

The departments of sociology and anthropology are actively involved in third world subject matter (there are no geography courses). Anthropology, out of 70 courses, offers 9 which deal with the prehistory, protohistory, peoples, cultures and sub-cultures of third world countries

and the Indians of North America. Courses include: Indians of North America, American Sub-Cultures, and Afro-American Ethnography; 3 courses on Meso-America and the Caribbean; 2 on Africa, and one on the Middle East. Thus about 13% of anthropological subject matter is devoted to some aspect of third world countries and American minorities. The department of sociology has courses on modernization in various societies (2); Asian Minorities in America; Survey of Asian Societies - China and Japan; Ideology and Social Control in Southern Africa and Latin America; Racial and Ethnic Relations; Black Family; Comparative Social Structures; Population and Social Ecology. Out of 60 sociology courses 8 deal with the third world, or about 13%, as in the anthropology department, and a somewhat higher proportion than in the departments of history and political science.

The commitment on the part of UMass/Boston to the study of the third world is well above the average for Massachusetts institutions of higher learning; its students have ample opportunity to benefit from it, and probably more than one out of ten do so. The university certainly encourages them to take advantage of the opportunities it provides, as one can see from its brochure introducing East Asian Studies:

> "The civilizations of East and South Asia, from India eastward to Japan, are at the same time an important part of the social and intellectual experience of the human race and highly relevant to today's American citizens. To encourage students to familiarize themselves with the cultural and intellectual riches of this region, the University of Massachusetts at Boston offers the East Asian Studies Concentration Program."

The brochure goes on to quote from David Riesman's foreword to Loneliness by Robert S. Weiss, to emphasize this point:

> "College should be a time for planning ahead. I urge on students that they take out career insurance against the chances and mischances of life, organizing their undergraduate years so that they emerge with the confidence born of competence, that if one track fails they can find another; having learned one language, they can more easily learn others, or learn other demanding skills that will open the way to still others. For example, I often urge upon Radcliffe students that, instead of majoring in English, they major in a language or literature such as Japanese or Russian so that they would have access to a great literature and culture, but also might gain employment opportunities not open to the typical English majors, who will be competing for jobs as a Fortune magazine researcher or publisher's assistant."

SMU Southeastern Massachusetts University, in Dartmouth, is the last institution to be discussed in this survey. With a total enrollment of about 7,500, and an undergraduate enrollment of some 5,000 almost equally divided between men and women, it is the smallest of the four public universities in Massachusetts. It is primarily an undergraduate institution, to an even greater degree than the University of Lowell, although it offers masters degree programs in more than a dozen fields.

Not unlike the University of Lowell (established through a merger of Lowell State College and Lowell Technological Institute), SMU was created as an even more distinctly technological institution. Two private institutions - Bradford Durfee College of Technology and New Bedford Institute of Technology - both founded in 1895, were consolidated in 1964 into Southeastern Massachusetts Technological Institute, which had been established only four years earlier. The name, Southeastern Massachusetts University, was adopted in 1969.

Thus, besides a college of arts and sciences, SMU has several colleges devoted to applied and occupational fields: business and industry, visual and performing arts, and nursing. The faculties in science, technology, engineering, and business administration work closely with local business and industry on research projects. The college of business and industry offers evening and summer sessions in addition to its regular program.

Responsive to local demand and local interests in the applied technical and business fields, the university, located in an area with a significant Portuguese-speaking population (New Bedford and Fall River), has shaped its liberal arts curriculum to respond to local cultural interests as well. The department of foreign literatures and languages offers the largest number of its courses in Portuguese (28) - more than Spanish (25) or French (20) - and also teaches Culture and Civilization of Portugal, and Culture and Civilization of Brazil. German, Italian, Latin, and Russian are taught as well as French, Spanish and Portuguese.

Portuguese society and culture form one of the keystones of western civilization, standing at the core of classical Latin traditions and creating a major contribution to western art and literature. Along with Spain, Portugal ushered into history the age of discovery, which ultimately led to the colonial empires and the emergence of the third world. Portugal was the last of the European powers to liquidate its colonial possessions in Angola and Mozambique, but it retained its relationship with Brazil through the institution of joint citizenship. The transmission of Portuguese language and culture to several African countries

and to almost one half of the population of South America makes Portuguese one of the significant and fast-growing languages of the third world. It is not surprising that the social sciences at SMU devote substantial attention to the study of the third world.

The history department, from a total of 85 courses, offers about a dozen (14%) which deal with third world topics; they include Afro-American History; Latin American-U.S. Relations; China and the Far East; Modern Imperialism; History of Brazil; Slavery in the New World; Vietnam and Southeast Asia; and others. The political science department, although much smaller than the history department (with a total of 35 courses) offers almost one quarter of them in comparative politics of developing countries (including the sensitive areas of the Middle East and South Africa), in politics of Black America, in revolutionary change, and in the history of non-western political thought (with emphasis on Buddhist, Hindu, and Moslem thinkers).

The department of sociology and anthropology, as at NASC, offers courses in sociology, anthropology, and social work. Out of 70 courses offered by the department, about a dozen, or some 17% of the total, are devoted to third world subject matter. Some of them are offered for credit in sociology only or anthropology only, but several are offered for credit in both fields (for example, American Indian; Third World Development; Peasant Society). Other courses related to the third world include Sociology of Africa, Peoples of South Asia, and Comparative Ethnic Relations. Minorities and ethnic groups in America receive special attention in the anthropology course on Race and Ethnicity and in several sociology courses: Black Identity and the Social World; Portuguese in the Americas; Intergroup Relations (post-1845 immigrant groups, and urban Afro-Americans in the 20th century); Analyzing Racism in America.

Coincidentally, the proportion of courses devoted to the third world in social science disciplines is remarkably similar at SMU and NASC:

SMU College of Arts and Sciences		NASC	
anthropology & sociology	17%	anthropology	13%
		sociology	15%
history	14%	history	14%
political science	25%	poli. sci.	20%
		geography	18%

The presence of a substantial ethnic group with its own linguistic as well as cultural traditions has had a significant influence on the SMU liberal arts curriculum. It is, in fact, the paramount example of ethnic influence among Massachusetts universities.